

THE STATE COURSE OF STUDY OF VERMONT

PART ONE

For Rural and Elementary Schools

PREPARED UNDER DIRECTION OF
CLARENCE H. DEMPSEY
Commissioner of Education

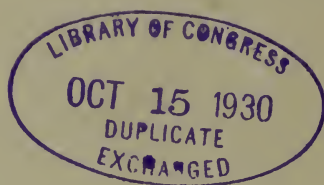
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PREFACE

This course of study is issued in conformity with Section 1237 of the General Laws of Vermont, which provides that

“The state board of education shall prescribe and promulgate uniform courses of study for elementary schools”

It is incumbent upon every teacher to familiarize herself thoroughly with this course, not only with those parts dealing with her immediate class work, but also with those parts preceding and leading up to her own grades, that she may know with what preparation children come to her, and also with those parts following her special work, that she may know for what she is to prepare her pupils. Unity and sequence of progress is highly important and is promoted by this means.

In its preparation consideration has been given to existing practices, to the necessary diversity of schools and communities, and to the conflicting requirements of essential uniformity and local or personal freedom and adaptation.

The course as given represents the experience and contributions of selected and representative teachers, principals, superintendents, training class and normal instructors throughout the state, whose services have been freely given to this work, in an endeavor to create an outline that will represent the best practice and wisdom of the educational workers of the state. Grateful and appreciative acknowledgment of their work and assistance is made here.

Careful study and comparison has been made of other state, town and rural courses dealing with conditions similar to those of Vermont, and adaptations have been freely made from such study.

CLARENCE H. DEMPSEY,
Commissioner of Education.

COURSE OF STUDY FOR ELEMENTARY SCHOOLS OF VERMONT

I. INTRODUCTION

Purposes and Aims

A. This course of study is presented as a guide to teachers in two ways.

1st. It contains outlines of subjects by grades to facilitate supervision, to fix standards for classification and grouping of pupils, to furnish a practical basis for development and assignment of work, to check up the progress of pupils and to unify and strengthen the work of our schools—in brief, *what to do*.

2nd. It contains under each subject suggestions as to methods and aims, reviews, development, correlation, and adaptation to pupils, schools and localities—or, *how to do it*.

In neither particular is the course to be slavishly followed—leading to rigidity—nor is it intended to be exhaustive. It is, instead, to be used as a *suggestive guide book*, faithfully and carefully observed as to essentials, and liberally expanded, enriched and interpreted as to application.

It is a very common experience to find children who change from one town to another seriously defective in some subjects, resulting in loss both to themselves and their new classmates. A careful use of this course of study will go far toward eliminating this evil. It is also very essential where frequent changes of teachers occur (as is the case in rural schools) that the course be followed with extreme care, to avoid unnecessary overlapping of work, and interruption of progress.

B. The course of study is intended to map out a program of work that will give to children a *mastery of the essentials of education—the tools of learning*. It will always remain true that reading (the ability to acquire knowledge from the printed page), writing (the ability to express one's self clearly and well on paper), oral English (ability to speak well) and arithmetic (the ability to realize and calculate values) are fundamental to all well-rounded knowledge and sound educational progress. They must be as thoroughly mastered as possible.

C. The course of study aims furthermore to assure pupils through geography, history, selected literature and informational studies, also through such work as may be given in the arts and sciences, a practical and generous acquaintance with the world and man's activities, to the end that they may more fully live their own lives, more effectively serve their communities, and more thoroughly appreciate and enjoy their surroundings.

D. A further definite purpose of the course of study is to aid teachers and others in charge of school work to select the most valuable parts of subjects or material out of the vast amount available, and to employ some of the most practical methods of securing desired results.

The task of preparing children for life's work, duties and privileges, in a civilization becoming constantly more complicated and exacting, is increasingly difficult, hence the course should and must be employed to serve as an aid to economy of time and effort in our task. Without such an outline systematic, well-ordered work is not possible in schools, hence the class-room work should be built up from and developed about the unifying skeleton thus provided.

E. The course of study aims also at the complete development of the individual. Not only must the intellect of the child be developed, but his health and vigor are matters of utmost importance. He must moreover, be helped to become very efficient and independent, able to earn a good living and render good service. Even more important, he must be trained to be an intelligent, valuable citizen of high ideals—a fine member of society.

F. One other aim of supreme importance must not be neglected—the cultivation of creative power. Herein lies man's greatest difference from all other living things, his greatest power and development, his opportunity for supreme service. Progress and improvement come only in this way. Hence all school work must be directed not only toward attainment, but toward the development of imagination, new applications of knowledge and inspiration for better services, and new creations of social value.

It will be seen then that the chief purpose or end of the

course of study is the highest development in every way of each individual, both for his own sake and for his value as a citizen. The subjects are to be mastered, the school work as outlined must be done, not merely because they are intrinsically valuable, but because and in order that through them *the child may best be educated for the richest possible life and service*. This is the real justification of the course of study, and the real test of its effect and value, as a whole and in every part.

II. THE TEACHER'S WORK

It is very important that the first day's work be started right and be fully carried out. Therefore prepare for this work by securing from the superintendent of schools the necessary information as to names of pupils and grades to be taught, the courses of study for these grades as well as the list of texts provided. It is extremely important that you learn of the work done the previous term. Before the school opens for the first day go to the school to acquaint yourself with the equipment and to place the same in readiness for use.

With the above information at hand prepare and place on the blackboard a tentative program, in order that each child may have a definite assignment for each of his classes. Be sure that each child is able to report at home what he has learned that is new to him the first day. Have a song, poem or story ready for opening and closing the day's work. By these place the children in a happy and receptive frame of mind. Work for each succeeding day should be as carefully prepared.

During the first month of the year much time should be spent in review of previous work, but *something new* should be constantly offered to stimulate interest.

Every teacher should *know her subjects and books* so that she need not refer needlessly to the books in conducting a recitation. She should endeavor to bring to every class many interesting and important facts that are not in the text books. Make work practical by teaching real things.

That pupils may profit to the fullest degree from the teacher, she should *know her pupils* as well as her books. From such knowledge should come sympathy, confidence, and intelligent cooperation, and increasing sense of responsibility on part of pupils. If the teacher would be superior she must grow in knowledge and leadership in her own laboratory.

It has well been said "that the public is mindful of the needs of the school." It has been asked, "Are educators mindful of the needs of the public?" There is no better way for a teacher

to learn of these needs than by getting acquainted with school patrons in their homes, where they are at ease and can converse on topics of mutual interest. At such times the teacher can become acquainted with the home life of her pupils to the advantage of both in the school.

If the teacher will arrange an evening's program at her school early in the year, to which the parents are invited, she will have an opportunity to place before the patrons a fair sample of the work she is doing in several of her classes and of arousing interest and help. Later similar meetings will give an opportunity of knowing and comparing progress of the pupils.

At the close of such a program it might be well for the teacher to ask a few adults to speak on "Advantage of Such Programs," "Impressions," "How Parents Can Help the School," etc. Following these the teacher might call upon the district superintendent of schools to explain some particular plans or parts of the work.

The most important of all should be a short, snappy talk by the teacher in which she should state her aims very definitely as regards the work she hopes to do in improving the conditions surrounding the pupils, as well as in inspiring them to greater things in life, while at the same time providing them a strong educational background, founded on essential subjects and sound principles.

When the teacher has placed a program of work before her patrons that appeals to them she should look for their assistance in putting it through. The task to be done is entirely too large for one person and therefore the community should stand ready to assist the teacher in promoting work of benefit to the children and the community.

It is of the utmost importance that the teacher have the best of health, that her work may not be burdensome and that she may have a cheerful frame of mind. Her good health and general disposition will be reflected in the life of her school. If she knows her books and subjects but makes no serious mistakes she will be rated an "average teacher" and be entitled to all the salary she receives. If, however, she knows boys and girls and how to

teach them, as well as how to secure confidence and cooperation of the community, she will be a "superior" teacher.

The teacher should endeavor in every possible way, not only to plan the regular work according to a fixed course of study for each grade, but she should also endeavor to enrich the lessons given in Reading, History, Geography, English Composition, Current Events and Arithmetic by bringing in supplementary information. A striking characteristic of the rural school is the monotony of its program and consequent lifelessness of the day's work. This should be remedied in every possible way. Especially because of the few opportunities that rural children have for education, culture and other desirable opportunities.

There is a tendency in rural schools for work to settle into a slow and passive character rather than to develop into an alert, active occupation. This evidences itself in a low monotonous tone of voice in reading and recitation, in slowness of response to questions, and in a lack of initiative and eagerness to respond to questions involving self-directed action. There is a marked tendency on the part of children to content themselves with the study of assigned lessons. Education is not only acquisition of facts and their reproduction, but it is more largely the development of application of knowledge and self activity, and a constant effort must be made by the teacher to avoid lifelessness and to develop energy and positive characteristics. Reading and recitations should be characterized by clear, sufficiently loud and positive tone of voice. Self confidence should be developed in every way. Often times a lack of confidence is evidenced by recitations given in a questioning form with the rising inflection at the end of sentences, indicating an uncertainty on the part of the pupil. This should be corrected constantly until scholars form the habit of reciting in a definite, positive manner.

The life of the rural schools should be varied by developing special activities such as games and sports, special assignments of recitations, readings, reports on current events, reading of selected books by teacher and upper grade pupils, exercises to which parents are invited, and the like. The school should be made as much as possible a center of vital interest in the community.

Constant efforts should be made by superintendents, teachers and school directors to improve school property by repairs, painting, cleaning and other needed work. A poor or dilapidated school has a harmful and not an educative effect upon the children. It tends toward shiftlessness and inefficiency and reacts upon the community. The schoolhouse, grounds and equipment should be positively a helpful influence and an excellent model, and not an establishment for which the community apologizes. Children react to their surroundings and unconsciously estimate the character of their town and the value of education by the opportunities and advantages furnished them.

III. REGISTERS

The school register is the most important record which the teacher is required to keep. It must, therefore, be kept accurately and should be up-to-date to insure the prompt settlement of the teacher's salary account.

Teachers should secure registers from the clerk of the school board or superintendent of schools before the opening of the term. With this the school directors should furnish a list of all children required, designated or entitled to attend the school. This list should be inserted on page three of the register by the teacher. The teacher should expect to have all the pupils listed in attendance at her school unless they have completed the work as required by law, are in attendance elsewhere or are legally excused. She should look up at once all pupils who are not present.

Upon receipt of the register the teacher should study "Directions to Teachers" on inside of cover page before making any entries in the body of the register. If in doubt on any point, secure information from the superintendent of schools before making entries. Follow the directions for recording names of boys and girls, their daily attendance, absence, tardiness and dismissal.

At the close of each term make the summary report as requested on right hand page of register and fill in the information desired for "The Term" on first page as well as on next to last page of register. At the close of the third term the teacher will also make the report "For the Year" on above pages. At the close of each term the teacher should give the information desired regarding Teachers' Certification on page two. The teacher for the third term should fill in the necessary information relative to school enrollment by ages.

If the above work has been faithfully and accurately done by each teacher there should be no difficulty in making the necessary reports on enrollment, attendance, certificates, transportation and board of pupils.

To insure promptness in receiving salary for the last month, teachers should endeavor to have their registers completed,

balanced and in the hands of the Clerk of the School Board the day following the closing of the school.

It seems pertinent to urge that teachers and school officials make use of the many important items in the registers to interest the pupils and parents in having 100% enrollment, regular attendance, tardy and dismissal marks reduced to a minimum, and to make the school stand out as one of the most important community organizations.

IV. RURAL SCHOOL ORGANIZATION

In order to do effective work in the rural school, it is necessary that the school be well organized. Not only should pupils be attempting work that they are fitted by ability and previous training to do, but they should be organized in such a way that there may be the smallest possible number of classes consistent with the best interests of the school. In order to reduce the classes to the minimum necessary number, a plan of alternation should be worked out whereby the work by grades as well as by subjects may be alternated. It is fully realized that such a plan will not remedy all the defects inherent in an overcrowded school curriculum. However, it has been proven beyond a doubt, that some such plan as here outlined will produce satisfactory results if the necessary thought and attention is given to putting it into operation as well as in administering it over a period of years. That such may work to the best advantage it should be adopted by several superintendents having adjacent supervision, districts or better by all superintendents. It is distinctly a task for superintendents to work out with teachers, and to supervise carefully and continually.

By a system of alternation of subjects by years, and alternation of grades, the number of daily recitations in a one-room school is decreased materially. This gives more time each day for recitations in subjects taught and consequently tends toward more efficient work. Even then the length of the recitation period is too short for most classes, with but a six-hour school day at the disposal of the teacher. Since an attempt to hear all classes each day in the six or eight grades found in most rural schools must mean but little time for any one class, or else robbing time from one recitation to make up on another, a plan that will obviate some of the difficulty involved is desirable, provided greater difficulties than those eliminated are not involved in the new plan. It often happens that classes in country schools are too small to maintain the proper degree of interest and to get work of the right type done. The plan of alternation

increases the number in the class and thereby makes the work more interesting. It stimulates younger pupils to keep up with the brighter pupils.

Alternation has been thoroughly tested in many one-room schools in Vermont and has been found more usable than any other plan yet devised. The success of the plan seems to warrant its continuation as well as its extension. The extent to which alternation should be carried in any school depends upon the size of the school and classes. No combining of classes is recommended in cases where classes would contain more than fifteen pupils. Combination of classes more than one grade apart is not advisable. If the school is small and the classes when combined do not exceed five or six pupils alternation can well be used to decrease the number of classes. When one of two grades that would be combined is missing, the course of study should be followed in regular order.

Seventh and eighth grade work can be alternated in everything except arithmetic and language; third and fourth grade work can be alternated in everything except arithmetic; and first and second grade work can be alternated in language and nature study. To further lengthen the time allotment for some classes, it is recommended that certain subjects alternate with other subjects during the week. This plan is carried out in some schools by having one subject of a grade two days a week while another subject of same grade three days a week. Some prefer to alternate subjects by intensive study for some months until the allotted work has been accomplished, then to devote the required time for the completion of another subject of the grade. Music, penmanship, drawing, physical training and some other school exercises may be conducted by groups rather than by grades. By carefully and systematically carrying out the above plan to its completion, it is possible for the teacher to do the maximum amount of work in the minimum of time. The pupil ultimately profits therefrom because of this increase in efficiency of organization.

In brief form the alternation plan works out as follows,—A pupil who starts school in September, 1922, and advances a grade each year will take the work of the State Course of Study

in the regular order, doing the work as outlined for that grade each year. In other words, those pupils starting school in September of even number years, will take the work in exactly the same order it occurs in the course, if they are annually promoted.

A pupil who starts school work in September, 1921, will take the work of the course in the following order: 1921-22, First Grade, except in language and nature study, and Second Grade work in these; 1922-23, Second Grade, except in language and nature study and First Grade work in these; 1923-24, Third Grade work in arithmetic, and Fourth Grade in other subjects; 1924-25, Fourth Grade work in arithmetic, and Third Grade in other subjects; 1925-26, Fifth Grade work in arithmetic and language, and Sixth Grade in other subjects; 1926-27, Sixth Grade work in arithmetic and language, and Fifth Grade in other subjects; 1927-28, Seventh Grade work in arithmetic and language; and Eighth Grade in other subjects; 1928-29, Eighth Grade work in arithmetic and language, and Seventh Grade in other subjects.

Pupils who start school in September, 1921, 1923, 1925, etc. will take the work in the same order. The following will be of assistance to those organizing their work on the plan of alternation described above.

Organize in even numbered years:—

- First grade, all subjects.
- Second grade, reading, spelling, number.
- Third grade, all subjects.
- Fourth grade, arithmetic.
- Fifth grade, all subjects.
- Sixth grade, arithmetic and language.
- Seventh grade, all subjects.
- Eighth grade, arithmetic and language.

Omit in even numbered years:—

- Second grade, language and nature study.
- Fourth grade, all subjects except arithmetic.
- Sixth grade, all subjects except arithmetic and language.
- Eighth grade, all subjects except arithmetic and language.

Organize in odd numbered years:—

First grade, reading, spelling and number.

Second grade, in all subjects.

Third grade, in arithmetic.

Fourth grade, in all subjects.

Fifth grade, arithmetic and language.

Sixth grade, in all subjects.

Seventh grade, in grammar and arithmetic.

Eighth grade, in all subjects.

Omit in odd numbered years:—

First grade, language and nature study.

Third grade subjects except arithmetic.

Fifth grade, all subjects except arithmetic and language.

Seventh grade, all subjects except arithmetic and language.

SUGGESTIVE DAILY PROGRAM OF RECITATION AND STUDY FOR ONE-ROOM SCHOOLS.
FOR EVEN NUMBERED YEARS

Study Period for Each Grade.

Length of		Grades	Grade I	Grade II	Grade III	Grade V	Grade VII
Begin	*Period	Recitation					
9.00	10	Exercises	.....	.....	.....	.....	.....
9.10	10	Reading	.....	Number	Language	Language	Physiology & Civics
9.20	10	Number	*Seat Work	.....	Language	Language	Physiology & Civics
9.30	15	Arithmetic	Seat work	Number	Language	Geography	.....
9.45	10	Arithmetic	Copy work	Number	.....	Arithmetic	Arithmetic
9.55	10	Arithmetic	Copy work	Seat work	Arithmetic	Arithmetic	Arithmetic
10.05	15	Arithmetic**	†Play or recreation	Seat work	Arithmetic	.....	Arithmetic
10.20	10	Reading	" "	Play or recreation	Arithmetic	Arithmetic	.....
10.30	15	.....	.....	RECESS	.....	.....	.....
10.45	15	Reading	.....	Spelling	.....	Arithmetic	Reading
11.00	10	Spelling	Number	.....	.....	Arithmetic	Reading
11.10	10	Reading	Number	Reading	Spelling	.....	Grammar
11.20	20	Grammar	Seat Work	Reading	Spelling	Reading	.....
11.40	10	Spelling	Play or recreation	Reading	.....	Reading	Grammar
11.50	10	Spelling	" "	Seat work	Spelling	.....	Grammar
12.00	60	.....	.....	NOON	.....	.....	.....
1.00	5	Exercise	.....	.....	.....	.....	.....
1.05	15	Spelling	Reading	Reading	Spelling	Spelling	.....
1.20	10	Reading	.....	Reading	Spelling	Spelling	Spelling
1.30	10	Reading	Reading	.....	Reading	Reading	Spelling

1.40	15	‡Writing or Drawing	All	.....	.....	.....	.....	.....	.....
1.55	15	Geography	7	Seat work	Reading	Reading	Reading	Geography	Geography
2.10	10	Reading	3	Play or recreation	Seat work	.....	Geography	Geography	Geography
2.20	10	Geography	5	" "	Seat work	Reading	.....	.....	.....
2.30	15	.....	All	.....	RECESS	.....	.....	.....	.....
2.45	15	Language	1 & 2	.....	.....	Reading	Geography	Geography	Geography
3.00	15	History	7	Seat work	Language	Seat work	Geography	.....	.....
3.15	15	Language***	5 & 6	Seat work	Language	Seat work	.....	History	History
3.30	15	°Language	3	Play or recreation	Seat work	.....	Language	History	History
3.45	15	Physiology & Civics	7	" "	Play or recreation	Language	Language	.....	.....

*In making changes in length of time refer to Time Allotment.

†Devoted to play or recreation indoors or better in open air when feasible.

‡This period should be devoted to definite instruction.

°This work should be varied. It may include copying, drawing and such work as may be classified as Industrial Work.

**It does not seem advisable to combine these classes to do same grade work. Devote every other day to development, drill or recitation work while the other grade is doing advanced work,

***Devote one day to the two grades combined for composition work, then a day to each grade for the study of technical grammar. Repeat the process.

SUGGESTIVE DAILY PROGRAM OF RECITATION AND STUDY FOR ONE-ROOM SCHOOLS
FOR ODD NUMBERED YEARS

*Length
of

Begin Period	Recitation	Grades	Grade I	Grade II	Grade IV	Grade VI	Grade VIII
9.00 10	Exercises	All	.....	.....	.....	.....	.....
9.10 10	Reading	1	.....	Number	Language	Geography	**Physiology & Civics
9.20 10	Number	2	°Seat work	.....	Language	Geography	Physiology & Civics
9.30 15	Arithmetic	8	Seat work	Number	Reading	Geography	.....
9.45 10	Arithmetic	3	Seat work	Number	Arithmetic	Reading	.....
9.55 10	Arithmetic	4 & 5	†Play or recreation	Play or recreation	.....	Arithmetic	Arithmetic
10.05 10	Arithmetic	**6 & 7	†Play or recreation	Play or recreation	Arithmetic	.....	Arithmetic
10.15 15	Grammar	††7 & 8	Play or recreation	Play or recreation	Arithmetic	Arithmetic	.....
10.30 15	.....	All	.....	.....	RECESS	.....	.....
10.45 10	Number	1	.....	Spelling	Arithmetic	Arithmetic	Grammar
10.55 10	Spelling	2	Number	.....	Arithmetic	Arithmetic	Grammar
11.05 10	Reading	6	Spelling	Spelling	Arithmetic	.....	Grammar
11.15 15	Reading	8	Seat work	Spelling	Spelling	Reading	.....
11.30 10	Spelling	4	Seat work	Reading	.....	Reading	Reading
11.40 10	Spelling	6	Play or recreation	Reading	Spelling	.....	Reading
11.50 10	Spelling	8	Play or recreation	Reading	Spelling	Spelling	.....
12.00 60	.....	All	.....	NOON	.....	.....	.....
1.00 5	Exercises	All	.....	.....	.....	.....	.....
1.05 15	Reading	1	.....	Reading	Spelling	Spelling	Spelling
1.20 10	Reading	2	Seat work	.....	Reading	Spelling	Spelling
1.30 15	†Writing or drawing	All	.....	.....	.....	.....	.....

1.45	15	Geography	8	Seat work	Language	Reading	Language	.....
2.00	10	Reading	4	Play or recreation	Language	.....	History	Geography
2.10	10	History	6	Play or recreation	Language	Reading	.....	Geography
2.20	10	Geography	4	Play or recreation	Play or recreation	.....	History	Geography
2.30	15	.....	All	.....	.....	RECESS	.....	.....
2.45	15	History	8	Seat work	Language	Geography	History	.....
3.00	10	Language	1 & 2	.....	.....	Geography	History	History
3.10	10	Language	6	Language	Geography	Geography	.....	History
3.20	15	Language	4 & 5	Seat work	Language	.....	Language	.....
3.35	10	Physiology & Civics	8	Play or recreation	Play or recreation	Language	Language	Physiology
3.45	15	Geography	6	Play or recreation	Play or recreation	Language	.....	& Civics

*In making changes in length of time refer to Time Allotment.

†Devoted to play or recreation indoors or better in open air when feasible.

‡This period should be devoted to definite instruction.

°This work should be varied. It may include copying, drawing and such work as may be classified Industrial Work.

**One or two periods a week may profitably be given over to a study of Current Events.

***It does not seem advisable to combine these classes to do same grade work. Devote every other day to development, drill or recitation work while the other grade is doing advance work.

††Devote one day to the two grades combined for composition work then a day to each grade for study of technical grammar. Repeat the process.

V. RURAL SCHOOL PROGRAM

The accompanying programs, which are suggestive only, are worked out for a one-room rural school in which the plan of alternation just described is carried out. These may be adapted to your school. In these programs recognition is given to the importance of a study period at which time pupils are expected to work upon a definite assignment. This important phase of the school work is often overlooked, as a result of which the work is poorly prepared and the teacher spends needless energy endeavoring to secure impossible results from the pupils. If the pupil has spent the amount of time allotted for study and yet has not properly prepared his lesson, the teacher may come to the conclusion that the lesson was too long or not well presented. In either case the teacher should endeavor to find the cause and apply the remedy. The plan of having study periods follow recitation periods is carried out very satisfactorily in many school systems and would seem to warrant the extension of the plan indicated for the upper grades in the programs following. Recitation periods may be divided as follows: (1) Review and testing of former work, (2) presentation of new work, (3) written work or study based on assignment.

In case your school does not have all the grades and classes here designated, lengthen the recitation periods of some of the classes or devote time to individual assistance.

Some subjects may need but one, two or three periods per week, and it is therefore possible with this program to make changes to meet special needs.

The following table gives a suggestive division of time for the activities in the grades. This table was made out for a school week of five days, six hours each. The assignment of time includes that for study and recitation. An earnest effort should be made to make an economical use of this time as the Course of Study has been planned to use this time in securing satisfactory results from an average school. Unassigned time should be given to grades or classes requiring special attention.

The exact division of time as indicated may not be possible in all cases, and may in special instances be changed to advantage, but it should be approximated as closely as possible. Changes should be made only with the prior knowledge and approval of the superintendent.

VI. RURAL SCHOOL PROJECT WORK

Many opportunities exist for the rural teacher to enrich the course of study and the work of the school by utilizing her environment, and by linking up the routine subjects with live, practical projects adapted to groups of pupils working together.

From every point of view a long period is desirable. The program providing for this and recognizing that children are capable of doing very valuable work without the direct supervision of the teacher seems impossible unless fewer than eight groups of children have to be provided for. It has been found very convenient to divide the eight grades into three groups—one to three, four to six, and seven and eight. There is good reason for this grouping. This means that the grades in any one group are doing the same kind of work at one time, but does not mean they are all doing the same grade of work. When information is being given or the children are giving expression to their thoughts there is no reason why three grades should not be together in one class, giving and taking within the span of three grades. These pupils have about the same interests and so can listen to each other with profit. Where ability is the determining element the child's environment furnishes these interests and abilities with material with which to work.

Therefore when we plan a rural school program of studies for Vermont children we must count on the projects arising from the children's interest in their local surroundings. These interests may be divided into four groups—those from the school life, those from the local community life—(the people, institutions, and industries) those from the natural or physical environment, and those that arise from our relations to the larger human family of whom we learn through books, literature, history and art.

The different projects vary with the seasons and with the events of the year. They should be taken up when they naturally are uppermost in the mind.

A list of projects that will naturally arise in most rural

schools from the needs of school life, the stimulation of the community life, the interest in nature and the desire for wider knowledge of people and places is given here. Even a casual looking over will suggest the probability that the usual school subjects will be included in the studies they necessitate.

School Life:

For grades 1, 2 and 3.

September and October.

1. Conduct in school—(use of drinking fountain, clean hands, care of books, care of clothes, care of school belongings, use of toilets and outbuildings, care of yard, conduct in yard, conduct during lunch hour).
2. Cooperation in carrying a class project.
3. Learning to play games.
4. Learning to read from blackboards, directions and notices.

Community Life (social):

1. Farming and home keeping as carried on in the district.
2. How products are sold.
3. Store.

Local Natural Environment:

1. Weather, flowers, insects, leaves, characteristics of the season.
2. Hills and valleys.

Larger Human Family:

1. Where our food or clothing comes from.
2. The people who produce it.

Grades 1, 2 and 3.

November and December:

1. Health habits for individuals (sitting position, standing position, eating, sleeping, keeping clean, use of toilets, avoiding colds.)
2. Giving pleasure at Christmas.

Community Life—(Social):

1. Home of primitive type (India).
2. Thanksgiving festival.
3. Christmas festival.

Natural Environment:

1. Rocks.
2. Change of season.

Larger Human Family:

1. Story of earlier Thanksgivings.
2. Children of other lands.
3. What Christmas means in other countries.

*January and February.**School Life:*

1. Reading to be used in school work.
2. Writing to be used in school work.
3. Helping in decorating or improving interior of school house.
4. Helping in care of the library.

Community Life (social):

1. Lumbering.
2. Care of farm animals in the winter.
3. Store.

Local Natural Environment:

1. Stars.
2. Snow.
3. Short days.

Larger Human Family:

1. Land of Midnight Sun.
2. Eskimos.
3. Literature.

February and March.

1. Taking part in the organization of the school.
2. Speaking in the meeting, reports, story telling, etc.

Community Life (social):

1. Spending money, saving money.
2. Using and saving time.
3. Helping in patriotic celebration.

Local Natural Environment:

1. What they make out of wood.
2. Birds and animals.

Larger Human Family:

1. Stories from United States history (early period).

*April, May and June.**School Life:*

1. Managing of some project started by the class.
2. Reports of work done outside of school by class.

Community Life:

1. Garden.
2. Memorial Day celebration.

Natural Environment:

1. River and its tributaries.
2. Buds, blossoms and leaves on trees.
3. Birds, frogs, insects.

Larger Human Family:

1. American history stories.
2. Travel in other parts of the world.
3. Celebration of Memorial Day.

*Grade IV, V and VI.**September and October.**School Life:*

1. Care of schoolroom, outbuildings, yard.
2. Organization to effect this.

Community Life (Social and economic):

1. How crops are harvested.
2. " " " cared for.
3. " " " sold.
4. Exchange of products with other communities.

Local Natural Environment:

1. Weather.
2. Home geography.

Larger Human Family:

1. Other part of New England with which we exchange products.
2. United States, parts from which we receive products.]

*November and December.**I. School Life.*

1. Individual health habits (Health Crusader).
2. Giving pleasure at Christmas.

Community Life.

1. Local history.
2. Its relation to colonial and later U. S. history.
3. Thanksgiving festival.
4. Christmas festival.

Local Natural Environment:

1. Rocks.
2. Change of seasons, climate.
3. Other climate regions.

Larger Human Family:

1. Early history of the U. S.
2. People of other countries.

*January.**School Life:*

1. Decoration of the interior of the school.
2. Care of library.

Community Life:

1. Lumbering.
2. Industries growing out of lumbering.

Local Natural Environment:

1. Sky.
2. Use of woods and care of forest.

Larger Human Family:

1. Literature.
2. People of other Countries (continued).

*February and March.**School Life:*

1. Organization of school for civic purposes.
2. Meetings.
3. Committee work.
4. Reports.

Community Life:

1. Thrift, care of clothes.
2. Accounts.
3. Patriotic celebration.
4. Machinery using in sugaring.
5. Business involved in sugaring.

Natural Environment:

1. Machines, milking, sawmills, grist mills.
2. Quarrying.

Larger Human Family:

1. History of U. S. from Revolutionary War on.
2. Current Events.

*April, May and June.**School Life:*

1. Bird club.
2. Garden club.
3. Note books, reports.

Community Life:

1. Hot bed or other garden project.
2. Animal raising project.

Local Natural Environment:

1. Sap, buds.
2. Plant life.
3. Birds.

Larger Human Family:

1. Continue history and geography of U. S. to present.
2. Relation to other countries in trade, etc.
3. Literature of other countries.

Grades 7 and 8.

*September and October:**School Life:*

1. Organization of school for care of buildings, grounds, outbuildings, etc.
2. Knowledge of health and efficiency rules.
3. Noon lunch.

Community Life.

1. Survey of district.
2. Market for crops.
3. What community needs.
4. Relation to other communities.

Local Natural Environment:

1. Geography and geology of district.

Larger Human Family:

1. Commercial Geography.

November and December.

School Life.

1. Health Habits in care of younger children.
2. Sanitation of school.

Community Life:

1. Home decorations, management, sanitation.
2. Thanksgiving festival.
3. Christmas festival.

Local Natural Environment:

1. Climate (world).
2. Effect of climate and surface on life of man.

Larger Human Family:

1. History and geography of U. S. with relation to present problems (economic and industrial).

*January.**School Life:*

1. Decoration of school interior.
2. Caring for library.

Community Life:

1. Buildings, home, barn, school, public buildings.

Natural Environment:

1. Forestry.
2. Building materials.
3. Sky.

Larger Human Family:

1. Literature.

*February and March.**School Life:*

1. Organization for civic purpose. (Jr. Red Cross)
2. Meetings.

Community Life:

1. Accounts—personal, home, farm.
2. Thrift (national).
3. Patriotic celebration.

Natural Environment:

1. Machines.
2. Care of animals on farm in winter.

Larger Human Family:

1. United States history and geography.

*April, May and June.**School Life:*

1. Projects at school and at home.
2. Reports, plans, etc.

Community Life:

1. Studies needed in agricultural project.

Local Natural Environment:

1. Soil.
2. Insects.
3. Birds.

Larger Human Family:

1. U. S. geography and history related to other countries.
2. Literature.

An example of the working of this plan in detail for the months of September and October follows. One project from each of the four groups is used for each grade at the same time giving the same balanced training that was given by presenting all the school subjects as such.

The problems that have to be solved in working out the projects make it necessary to study all the subjects usually found in school, and because there is a purpose in the mind of the pupil who goes to the subject for facts, the subjects are covered in much more thorough fashion than in the case when projects are not used. Moreover, there is constant review because the same subject matter is needed for the solution of various problems. The significance of a set of facts is seen from different angles and therefore they are much more likely to be remembered and to be used for practical purposes.

Sample Projects for First Three Grades.

September and October.

1. Learning to live together and care for school buildings:

1. Conversations about how to manage (English—oral).
2. How individual is related to group—rules about privileges of individuals, rights of group (Civics—English sentence).
3. Conversations about need of health rules (English).
4. Reasons for a. care in use of drinking fountain or cup.
b. clean hands.
c. care of books.
d. care of clothes.
e. use of toilets (Hygiene).
5. Making and posting rules (Grades II and III).
Reading of rules (Reading).
6. Conversations about conduct in class, in yard, at noon (English VII, civics—cooperation)
7. Committee work to keep room, belongings and yard in order (Civics).
8. Records of attendance, of tardiness, of books and pencils and papers (Number work, writing, spelling).

II. Farming (A community industry):

1. Conversation, stories, explanations, reports of work on farm (English—oral).
2. Facts about how farming is done in this region.
(Industrial art, social studies, geography and history).
3. How animals are cared for and fed (Elementary science or geography).
4. What tools are used in farming (Elementary science).
5. Products of farming (Geography).
6. Representation of facts by sand table, dramatization, play, stories—oral, written and illustrated, (Industrial art, construction, oral English, written English, reading, spelling and writing, arithmetic—measuring, linear, dry and liquid.)
7. Reading of stories and poems about farm life—Peter and Polly books, Overall Boys and Sunbonnet Babies,

Grades II and III. Sentence stories on board for Grade I. Poems and stories (literature) read by Grade III and teacher.

8. Learning to write, to spell, to express in written sentences.

III. Characteristics of Autumn:

1. Observations of flowers, insects, leaves, weather.
(Nature study and geography).
2. Names of months and seasons (Spelling, reading).
3. Stories, statement of facts (English, nature study).
4. Collections of specimens, drawings, labelling and written statements (Nature study, spelling, English, drawing).

IV. Morning Exercises.

1. Appreciation of natural beauty—conversation, singing—poems and other literature (English, oral expression, literature, music).
2. School spirit—conversation, talks, reports, singing (English composition, music.)
3. Patriotic spirit—program—literature—singing (English literature, music).

V. Appreciation of beauty of landscape.

1. Talks, appreciation of literature in poems and songs (English literature, music).
2. Giving poems and songs in morning exercises (English literature and music).
3. Original expression of appreciation of local beauty in stories, compositions and verse.
4. Drawing and painting—(Art, drawing, colors).

Sample Projects for 4th, 5th and 6th grades.

September and October.

I. Care of buildings and grounds:

1. Organization for doing work (Civics and English).

2. Reasons why sanitation and rules of health must be looked out for—as dust, flies, toilets, towels, drinking fountains, cleanliness (Hygiene).
3. Facts about breathing, germ diseases (Physiology).
4. Statement and posting of rules (English, spelling).
5. Planning for care of articles (lettering) in the building.
6. Committee work (Civics).
7. Records and reports (English and arithmetic).
8. Construction of articles needed (Arithmetic, construction).

II. *Study of Local Region (community).*

1. How physical features have determined the character of the community (Geography and early history).
2. Natural resources (Geography, elementary science).
3. Reading in geography books (Geography, reading).
4. Products of region (Home geography, spelling).
5. Prices of products—buying and selling (Arithmetic, review and practice, addition, subtraction, multiplication, division).
6. Reports, descriptions, talks, letters, exhibits (Oral English, written composition, spelling, IV, sentence structure, V, VI, paragraphs, writing, lettering).
7. Making maps, posters and models (Art, handwork, drawing).
8. How products are measured and sold (Arithmetic, farmers' accounts and store accounts).

III. *Study of Natural Environment.*

1. Physical geography of home region (Geography study).
2. Composition, descriptions, reports, explanations, drawings, maps (English, spelling, compositions, capitalization, punctuation, lettering, drawing).
3. Studying from references (study).

IV. *Exchange of Products with other parts of New England and U. S.:*

1. Reading from books on geography, travel and industries. (Geography, reading).

2. Reports, recitations, explanations (English, geography).
3. Industries dependent on man's needs. Products and their uses (Geography).
4. Interdependence of people in different regions (Civics, geography).
5. Geography of New England States (IV).
6. " " parts of U. S. (V, VI).
7. Notebooks, exhibits, maps, etc., showing results of study (Written English, spelling, writing, lettering, map making).

I. Seasonal Surroundings.

1. Weather observations (Elementary science, reading).
2. Diary, records or journals (written English, spelling, writing, study, arithmetic, lettering).
3. Making graphs.
4. Observations of seeds, trees, insects, etc. (Science).
5. Records (English).
6. Facts, (Science, drawing, English).

V. Harvest Festival.

1. Stories of folk festivals at harvest (History).
2. Planning celebration (English).
3. Studying and carrying out plans (Reading, literature handwork).
4. Harvest and nature and music.
5. Costumes and backgrounds (Art).

Sample Projects for Seventh and Eighth Grades.

September and October.

I. Planning for the Noon Lunch Hour:

1. Value of hot lunch.
 - a. Slow eating, clean hands, careful serving (Hygiene)
2. Digestion of foods, value of foods, best foods for children, (Physiology, home economics).
3. Study of starch foods and their cooking (Home economics).

Find average cost of a lunch for each child per day. Total amount of money needed to furnish lunches for a term, a year. (Arithmetic review of fundamental processes including use of decimals and fractions).

5. Forming a company to handle money, election of officers, meetings of officers, records. (Arithmetic, business practice, civics, Americanization, English).
6. Means of raising money decided on and carried out, probably followed by talks and advertising for loans. (Arithmetic, interest, percentage, English).
7. Keeping records and accounts (Arithmetic, business English).
8. Organizing for management of noon hour activities, preparing table, serving, conduct at tables, cleaning up, playground, (Civics).
9. Learning how to cook and serve the food (Home economics and cooking.)

II. *Marketing the Crops of the District.*

1. Observation of facts about crops and products in the district—reports of studies—community life—(Geography, English).
2. Survey of district to get facts. (English).
3. Lecture, exhibit of illustrated notebooks showing results. Charts and maps. (English, local geography).
4. Study of cities where our products are marketed. (Geography, community civics).
5. Articles or talks on advantages of living in the district. (English, geography, civics).
6. Natural and industrial resources of city localities studied. Comparison of resources in other places. (Geography).
7. Prices of marketable crops. Amounts marketed by individuals—by whole district. How a farmer knows for what price he can afford to sell his products. Cost of producing, wages, taxes, etc., transportation, (Arithmetic).
8. Methods of buying and selling farm products. How

- city prices are regulated, commission merchants and middlemen. (Business arithmetic).
9. Farm management and business, keeping records of transactions. (Business English and business arithmetic, bookkeeping, accounts).
 10. Future possibilities of developing farming in the district (Geography and community civics).
 11. History of exchange, interdependence of country and city (Community civics, geography).
 12. History of agriculture (History).

III. Geography and Geology of District.

Native plants and animals:

1. Observations and collections of different kinds of rocks, plants, insects. (Nature study and general science).
2. Collections of rocks, plants, classified and labelled. Maps of land formation. Drawings of trees and insects. (General science, drawing, lettering, spelling).
3. Reports, descriptions, and exhibits of all observations in order to make permanent museum of natural phenomena in the district. (English).
4. Preparing materials and places for collections and exhibits (Manual arts).
5. Harvest festival—same as for Grades 4-6.

TIME ALLOTMENT FOR GRADES 1-8

Studies and Activities	Grades							
	1	2	3	4	5	6	7	8 Periods per week
Opening Exercises.....	50	50	50	50	50	50	50	5
*Reading and Literature.....	450	450	420	420	240	240	180	10-5
†Language.....	75	75	120	120	180	180	180	5
Spelling.....		75	75	75	100	100	100	5
‡Penmanship.....	75	75	75	75	75	75	75	5
Arithmetic.....	75	120	180	180	240	240	240	5
Geography and Nature Study.....	60	60	120	120	190	190	190	3-5
History and Civics.....	In reading course			100	190	190	190	3-5
Drawing and Constr. Work.....	240	240	240	200	75	75	75	5-1
**Physical Training.....	240	240	240	240	200	200	200	200
Hygiene and Physiology.....	60	60	60	60	60	60	60	2-3
Music.....	100	100	100	100	100	100	100	5-3
***Unassigned Time.....	375	255	120	150	100	100	160	160
Total.....	1800	1800	1800	1800	1800	1800	1800	1800

*Includes phonics, stories, memory work.

†Includes conversational English, Dramatization.

‡Instruction in writing.

**Includes recesses, drills, play.

***In first three grades early dismissals will use up this time. In upper grades assign time as needed.

VII. ENGLISH

English is the most important and the broadest division of the intellectual work of the schools, both for its utility and necessity, and for educative and cultural value.

The general aims of teaching are to train the individual to express his thoughts clearly and forcefully both in speaking and writing; to understand and appreciate the thoughts of others; to give him the power through silent reading to get the thought from the printed page and through oral reading to give the thought to others; to create a love for good literature; to broaden and to deepen his emotional and intellectual experience and through seeing the beautiful in our language to lead him to a high type of citizenship.

Under the general head of English are to be included the sub-divisions:—

- I. *Reading and Literature.*
- II. *English Language and Grammar.*
- III. *Spelling.*

Each of these divisions is treated in a separate section of this course of study for the purpose of clearness and system, but it must constantly be borne in mind that they are closely inter-related, and merge one into the other.

Oral language work should be required in all grades as a separate and distinct training. The child who is to write well must first be taught to talk well. Utilize other school subjects to develop power in oral composition. To correct a mistake in English is just as important as to correct a mistake in arithmetic.

The literature selections aim to make the child acquainted with the best English poetry and prose that is adapted to his powers of understanding and enjoyment.

The work is made more interesting and instructive by the study each year of the life of some of the authors.

Aside from the general purposes, which must never be lost sight of, the teacher has definite aims for the teaching of each branch of English.

The definite aims and types of material contained in this course have been collected from Vermont teachers. They are intended to be suggestive rather than compulsory, as each school represents a different problem which must be met according to the judgment of the teacher.

One warning, however, cannot be over-emphasized. The joy, the profit and the fundamental ends to be attained in reading, literature and composition (see Course in Literature especially) must not be spoiled nor lessened by excessive or constant introduction of technical or analytical study (phonics, technical grammar and analysis, spelling and formal rhetoric). While the details of vocabulary study, dictionary work, grammar and the like must be mastered in due time, they must not usurp their place; they must be subordinated to the *real* and *higher* aims,—the intelligent understanding, appreciation and use of English for information, instruction, expression of ideas and emotions, and persuasion.

VII-1. READING

GENERAL STATEMENT

Reading, a complex process involving association, interpretation, and feeling, has for its general motives the gaining of pleasure, information and news. If the reading is oral, there is added to the process the imparting of thought and feeling to others.

Aims in Teaching.

- (1) To show the child the way of reading, which is the perception of thought units and their significance.
- (2) To direct the child's taste so that he will form a love for reading.
- (3) To train the child how to study.
- (4) To train the ear, eye and voice.
- (5) To give training in clear cut speech.
- (6) To develop speed, accuracy and complete understanding in silent reading.
- (7) To acquaint the pupil with mechanical aids to vocal expression, such as phrasing, correct breathing, emphasis, rate, pitch and inflection.

Kinds of Reading.

This topic has been discussed from several angles. From the standpoint of psychology there are silent and oral reading; from the standpoint of pedagogy there are intensive and extensive reading; from the character of the content there are literary and non-literary reading; in regard to the pupil's motive we have individual and social reading. Each angle is at one time or another worthy of the teacher's consideration.

Silent Reading:—

- (1) Fills one of life's greatest needs.
- (2) Should have specific school training.
- (3) Furnishes much opportunity for individual development which may be recognized by some extended credit system through the local or school library.
- (4) Should be increased in quantity through the grades.
- (5) Must be very carefully suggested and planned for by the teacher.
- (6) Should bear a close relation to other school subjects.
- (7) Should often be checked by oral report.
- (8) " " " " " objective tests.

Oral reading:—

- (1) Is one of the necessary checks for silent reading, especially in low grades.
- (2) Should usually be preceded by silent reading.
- (3) Must be recognized as an art, involving fluent pronunciation and accurate and pleasing rendering of the thought.
- (4) Has as its greatest aid a social motive.
- (5) Dependent upon proper hygienic habits, as correct breathing, correct bodily position, and proper vocal movements.
- (6) Is based upon clear understanding of thought and feeling of author.
- (7) Depends upon desire of reader to share his interpretation with others.

Intensive reading:—

- (1) Requires a thorough analysis of setting, word meanings, sentence construction, type of story, author's purpose, author's outline, etc.
- (2) Employed little in lower grades.
- (3) Usually adapted to whole-part-whole method of learning.
- (4) Requires material of literary value.
- (5) Is well adapted to socialized form of recitation.
- (6) Requires a variety of material such as pictures, reference books, and maps or charts.

Types.—To a Skylark—Shelley.

The Reaper—Wordsworth.

On the Castle of Chillon—Byron.

To a Mouse—Burns.

Man Without a Country—Hale.

Extensive reading:—

- (1) Aims at fluency and practice.
- (2) Employs easily readable material.
- (3) Should give pupils enjoyment.

Literary reading:—

- (1) *Tests:*—

Has a strong sensory and emotional appeal.

Has lived for generations.

Contains some aspect of universal truth.

Appeals to all types of children.

- (2) *Types:*—

Folk lore.

Animal Stories.

Nonsense tales.

Fairy tales.

Fables.

Myths.

Legends.

Parables.
Great speeches.
Narrative and lyric poetry.
Short stories.
Novels.

Non-literary reading:—

News.
Text books.
Editorials.
Explanations, directions, rules.
Reference books.

Individual reading:—

Silent.
Intensive or extensive.
Pupils must be conscious of some motive or incentive.
Often not closely directed, but follows a pupil's preference.
Should be measured frequently by some objective.
Tests, like the Thorndike, Haggerty, Gray, or Courtis.

Social reading:—

Oral.
Depends upon impulse or will to share.
Often dramatic in form.
Aims at the establishment of definite standards of oral expression.
Expression should be judged by children.

PRIMARY READING

FIRST YEAR

Definite aims.

- (1) To *create desire* to learn to read.
- (2) To show way of thought getting.
- (3) To see that children easily recognize a written vocabulary, which is already part of their oral possession.
- (4) To give phonetic training.

Method:—

Aims are best accomplished by a so-called combination or eclectic method, which is also analytic

- (1) Through seeing, hearing, acting, illustrating, and seeing illustrated some whole selection like a folk story, rhyme or action, the children become thoroughly familiar with its content.
- (2) A phrase group is selected for study.
- (3) A phrase group is analyzed into words.
- (3) Words are separated into phonetic elements.
- (4) Follow some special method which has proved of value.

Exs.— Winston	Edson-Laing
Aldine	Elson
Progressive Road	Easy Road to Reading
Story Hour	Summers
Children's Method	Story Readers, etc.
- (5) Supplement work done in any specific method.

Suggestions.

- (a) Teach children to recognize their own names and names of classmates and to label articles in room.
- (b) Encourage the reading of signs at crossroads, above stores, in street cars and the like.
- (c) Have children make individual reading books in which they keep records of school and home activities. Such books are usually the result of class conversation, are hectographed by the teacher, and illustrated and put together by the children for seat work.
- (d) Make or have made word charts in which children fit words to appropriate pictures.
- (e) Allow children to copy with word builders words which they are curious about.
- (6) After an interest in reading is well established, and children show need for phonetic help, introduce in some systematic order the phonetic facts of our language and use these in the gaining of new words. Great

care must be taken, however, not to interfere with the way of reading by too much phonetic analysis. It is better for a child to miscall a word at first, provided this does not spoil the meaning, than for him to be interrupted to get the word phonetically.

- (7) Much reading from the very first may be silent.

Suggestions.

- (a) Teacher writes direction on board; children obey.
 - (b) Children are given for seat work easy stories which they read and illustrate.
 - (c) Children put together dissected stories.
 - (d) Children match sentences.
 - (e) Children fill words into elliptical sentences.
- (8) In oral reading insist on hygienic habits in book holding and standing and sitting positions. Have frequent rest periods to relieve eye strain. Train children to listen with books closed while one child is reading. See that children use clear natural voices. Don't insist on small children holding book in one hand.
- (9) Plan for much dramatic reading. This will insure correct emphasis, inflection and grouping.
- (10) Let the children often hear good reading, either by teacher or some older child.

A List of good material—See Literature Outline.

A wide variety of easy books is better than a few complete sets.

Riverside Primer.

Sunshine Primer.

In Fableland.

Work-a-day Doings.

Work-a-day Doings on the Farm.

Blodgett Primer.

Blodgett First Reader.

Overall Boys.

Sunbonnet Babies.

Twilight Town.

Hiawatha Primer.

SECOND YEAR

- (1) Become *entirely familiar* with course for previous year.
- (2) Insist on children more and more getting words from context.
- (3) Give frequent drills in articulation, inflection, grouping, and interpreting the feeling of the author. Set and keep a high standard for this type of work. A period spent in re-reading the same passages is worth while if children are conscious of their oral English needs. This drill may well take the form of games or dramatic work.
- (4) Encourage outside reading. Use private, school, or travelling libraries. Use *public library* when available.
- (5) See that children know the alphabet.
- (6) Prepare for dictionary study by having pupils make books in which words are kept in alphabetical order.
- (7) Increase work in silent reading.
- (8) Continue work in phonetics as needed, introducing a few rules which children form from their own observation of many examples.
- (9) Set a standard for oral reading. Help children reach standard by questioning for thought and feeling. If suggestions of teacher or pupil do not produce desired results, have reader imitate either another child or teacher. Never use this correction, "Read it again," unless you have made plain the difficulties.

A List of good material—See Literature Outline.

Select from previous grade appropriate primers, first, and second year readers.

Tommy Tinker's Book—Little, Brown Co.

Polly and Dolly—Little, Brown Co.

Boy Blue and His Friends—Little, Brown Co.

That's Why Stories—Newson & Co.

Fables From Afar—Newson & Co.

Peter and Polly series—Lucia.

Red Feather—Eastman

THIRD YEAR

- (1) Know the previous year's work.
- (2) Increase silent reading, relating it to other school studies.
- (3) Use standardized tests for speed and comprehension.
- (4) Continue dictionary lists.
- (5) Teach most used diacritical marks.
- (6) Organize phonetic facts and review thoroughly.

Suggested organization.

- (a) All consonant sounds.
- (b) Consonant combinations such as wh, ng, spr, ch, nk.
- (c) Short vowels.
- (d) Long-vowels made so by adding e as in the words came, cake, etc.
- (e) Vowel digraphs—ee, ea, ai, oa, ie, ay.
- (f) Diphthongs and combinations—ow, ou, oy, oi, ight, all.
- (g) Equivalents—a, ay, ai; ir-ur-er.
- (h) Common prefixes and suffixes.

A list of good material—See Literature Outline.

From series suggested in previous grades, select second and third year books.

Golden Treasury—Stebbins, Am. B. Co.

Browne Reader.

Dutch Twins—Perkins.

Old Mother West Wind Stories—Burgess—Little, Brown Co.

Merry Animal Tales—Bingham—Little, Brown Co.

Mother Goose Village.

Aids in silent reading.

- (1) Make definite assignments by problems or good questions often requiring children to read them from the black-board.
- (2) Children find and name in order main divisions of a story.
- (3) " " " " " exactly the pictures their reading made them see.

- (4) Children criticize titles, suggesting possible changes.
Children reproduce stories in own words.
- (6) " trace sequence of story by-quoting key sentences.
- (7) Begin formal outlining if children are ready. See
cautions and limitations in language course.

FOURTH YEAR

- (1) Mechanics of reading should be mastered.
- (2) Phonetic study should lead into knowledge of syllabication and use of dictionary.
- (3) Continued systematic work in quick visualization or "looking ahead."
- (4) Continue standardized tests having children keep own scores and noting progress.
- (5) Continue having children keep reading records.
- (6) Allow children often to choose own reading material.
- (7) Encourage children to state opinions about their reading.

A list of good material—See Literature Outline.

Select from series as in previous years.

Boys' and Girls' Readers—Bohlenius, Houghton and Mifflin.

Silent Readers—Lewis and Rowland, John C. Winston Co.

Child's Book of American History—Blaisdell.

Irish Twins—Perkins.

Book of Nature Myths—Holbrook.

Pilgrim Stories—Humphrey.

Happy Jack—Burgess.

FIFTH AND SIXTH YEARS

Review Suggestions.

The mechanics of reading should have been well mastered before this grade, but some review work may be necessary to increase ability of pupils in—

Fluent pronunciation—give drills and lists of words to look up.

Meaning of words—use dictionary and illustrative sentences.

Conversational tones and expression in oral reading.

Good habits in standing, holding book, position for silent reading, clear enunciation (especially of final consonants).

Intelligent comprehension of content and meaning of passages and selections read. This is gained by cultivation of habits of *concentration and study in silent reading*. Children must be required to reproduce the content of their silent reading and to discuss it. This is the basis of mastery of other subjects, and of intellectual progress.

Advanced Work.

Beyond the mastery of the technique of reading the fundamental purposes of reading must now be emphasized more and more. These are:—

1. *To enrich the child's intellectual and spiritual life.* This calls for the best books obtainable, both informational and literary; for attaining ability to read and study intelligently and independently; for oral and written reproduction of matter read; for discussion and discriminating criticism of characters and events, and for a sufficient amount of work with books to constitute a strong formative influence in the child's life. Increase of one's fund of information, retentive memory, development of the imagination, power of clear, forceful thought and expression, and worthy interests and ideals of conduct are the real *ends, tests and should be the results of one's reading*.

2. *To cultivate love and appreciation of good literature.* Children should show constantly increasing skill in selecting good literature. Their enjoyment of fine stories and books instead of cheap literature should steadily increase. Hence it is desirable to get desirable books into children's possession, to talk about them, read selected passages, to have children who have read certain books discuss them before the class, to make out lists of books to be read, to utilize the library, to form an honor list based upon good books read at home, and by other devices to arouse and keep interest alive. Aim to form and fix the "reading habit."

Care must be taken, however, to accomplish this through

creation of desire and interest and to avoid pressing uninteresting or unsuitable books upon children, or following a plan that will make reading a burden instead of a pleasure.

Types of Reading Lessons and Assignments:

The teacher will secure maximum results when she knows the definite object to be attained in each reading lesson, and when her method of treatment is adapted to the particular purpose.

The following are typical, distinct forms of reading lessons requiring different methods of instruction.

1. *Reading for oral reproduction.* Here the things to be emphasized are mechanics of reading—pronunciation, position, expression, etc., grasp of thought and its interpretation. Questions regarding formal details are in place, and the analytical treatment with careful correction of errors is in place.

2. *Reading for information.* This is chiefly silent reading. Emphasis must be placed upon power of concentration, and upon systematic study by topics. Pupils should be taught how to study, *i. e.*, to first grasp the main theme, then the most important facts, their relation to each other, other related parts, finally necessary memorizing and application. Develop ability to reproduce and discuss intelligently in paragraph and topical relations. *The manner in which this type of reading is taught and mastered will largely determine the character of other school work.*

3. *Reading for culture and literary value.* Emphasize good features of selection, its setting and purpose, the life and work of the author. Appeal should be made to the feelings, interests and judgment of pupils. Don't divert attention in this work by drills, undue corrections, criticism of rendering, looking up words and references, developing ideas, and the like. *Let the selection deliver its message.* Good selections may be re-read and studied with increasing delight and profit. Discuss content, purpose and bearing of selection freely.

4. *Home reading.* The teacher can render splendid service by directing and encouraging home reading. Suggest good books and by comment or selected passages create desire to read them. Have children give reports of books and articles they have read with profit and pleasure. Use home reading for oral

and written composition. Keep a record of children's home reading and give credit for it.

In all work, train pupils to read slowly, thoughtfully and with undivided attention. External and personal conditions must be right for this. —

Train *memory* by verbatim memorizing of choice selections, by oral and written outlines, and by recitations on both recent and remote work.

Train *reason* and *judgment* by discussions, criticisms and applications.

Train *imagination*, *emotions* and *good-will* by discussion of characters, motives, plots, and by expression of personal opinions.

Train *interest* and *habits* by guidance, encouragement, systematic assignments and abundant reading.

Use socialized recitations freely where children under guidance may—(1) report on selections or books read; (2) give synopsis of story; (3) question class or individuals on selection; (4) engage in debate upon debatable points; (5) plan and give dramatizations.

Reading Material, Fifth Year.

Selected Grade Readers.

Little Lame Prince, Craik—D. C. Heath & Co.

Tanglewood Tales, Hawthorne—Houghton, Mifflin Co.

Alcott Books.

Selected magazines, papers, library books.

See also Literature Outline, also books listed under History, Geography, etc.

Reading Material, Sixth Year.

Selected Grade Readers.

Hiawatha, Longfellow—Houghton, Mifflin Co.

Spyri's Heidi—Ginn & Co.

Lobo, Rag and Vixen—Thompson-Seton, Scribner & Co.

Selected magazines, papers, library books.

See also Literature Outline, also historical, geographical and

other informational reading, both such as are listed under such subjects, and others the teacher and pupils may procure.

SEVENTH AND EIGHTH YEARS

Note carefully suggestions for reading for fifth and sixth years. The aims to be sought are similar, naturally in fuller measure. The teacher must constantly work for and demand distinctly superior results in technical rendering and expression, in quick, accurate grasp of thought, in appreciation of information and literary merit, in intelligent criticism and in appropriation for personal needs and growth.

Seek always for increasing power in silent reading for definite results.

Divide reading lessons into four groups as indicated for grades five and six, and conduct recitations as there indicated.

Work definitely for *high grade oral reading*. This bids fair to become a lost art in public schools, but it should not be neglected.

Oral reading should be technically excellent in these grades, interpret both the spirit of the selection and the personality of the characters presented. To accomplish these ends, spend time in perfecting *mechanics of reading*, working on selected passages, and in securing *excellent elocution*. Give regular drills to eliminate common faults—clipping words, indistinct enunciation, stumbling manner, etc., and to develop clear voices, alert, vigorous style, proper inflection, confident manner, right use of vocal organs, emphasis by stress, pause, varying speed, etc. Make reading an art.

Develop also those habits of silent reading, research, absorption and criticism that distinguish the scholarly from the casual reader. To read much, wisely and profitably is a difficult but splendid accomplishment, and is the keynote to learning.

In these grades complete literary selections should be carefully and thoroughly studied. These should include fiction, essays, poetry, biographies, historical and geographical selections, descriptions, narratives, etc.

In upper grades especially, reading rightly taught and studied will lead to constantly increasing power of straight, original and independent thinking, and will contribute to the formation of good mental habits and right ideals of conduct.

In connection with the reading course, a thorough study of some authors and their works should be made so far as time permits. Much of this may be done through directed home study followed by individual reports and class discussions.

Reading Material, Seventh and Eighth Years.

Selected Grade Readers.

Historical, geographical, nature and other books and articles dealing with other school subjects.

School and home reading as indicated in Literature Outline. This should be supplemented freely by the teacher.

Poems and other selections for memorizing and special study (See Literature Outline).

High class magazines—Geographic, Atlantic, Youth's Companion, World's Work, Literary Digest, etc.

BIBLIOGRAPHY

Some books on the teaching of reading.

Manuals accompanying various methods.

Hall—How to Teach Reading.

Gray—Principles of Method in Teaching Reading.

Huey—Psychology and Pedagogy of Reading.

Briggs and Coffman—Reading in Public Schools.

Klapper—Teaching of Reading.

Sherman and Reed—Essentials of Reading.

Clark—How to Read Aloud.

Kaufman—Planning and Use of Varied Reading Material.

VII-2. LITERATURE OUTLINE

FIRST YEAR

Definite Aims.

- To give enjoyment.
- To develop concentration.
- To stimulate imagination.

Means.

- See language outline.
- Reading by teacher.
- Memorization or study for appreciation, under direction of teacher (see suggestions for memorization, page 66).
- Conversation.
- Lists of stories read by pupils recorded and kept by them.

Materials.

Stories.

- Tale of Peter Rabbit.
- Little Black Sambo.
- Raggybug—How to Tell Stories to Children, Bryant.
- Three Little Pigs—How to Tell Stories to Children, Bryant.
- Pig Brother—How to Tell Stories to Children, Bryant.
- Gingerbread Boy—How to Tell Stories to Children, Bryant.
- Old Woman and Her Pig—Classic Stories for Little Ones, McMurry.
- Three Bears—Classic Stories for Little Ones, McMurry.
- Noah and the Ark, Bible.
- Moses in the Bulrushes, Bible.
- Red Riding Hood.
- Goops—Burgess.

Books to be read by teacher.

- Bible.
- Reynard the Fox.
- Three Little Pigs.
- Bed-Time Stories—A. S. Bailey.
- Uncle Wiggley Bed Time Stories—A. S. Bailey.
- Arabella and Araminta—Gertrude Smith.

Janey, Josie and Joe—Gertrude Smith.
Roggie and Reggie—Gertrude Smith.

Poems or Rhymes.

Who Stole the Bird's Nest—Child.
Who Has Seen the Wind—Christina Rosetti.
The Swing—Stevenson.
Bed in Summer—Stevenson.
My Shadow—Stevenson.
The Lamplighter—Stevenson.
Rain—Stevenson.
Mother Goose.
A Child's Thought of God—E. B. Browning
A Child's Evening Prayer—Coleridge.
The Little Star—Anon.
Autumn Fires—Stevenson.
Psalm 23—Bible.

Additional sources.

Stories to Tell Children, Bryant.
Stories for the Littlest Ones, Bryant.
For the Children's Hour, Bailey and Lewis.
For the Story Teller, Bailey.
Stories and Story Telling, Keyes
Teacher's Story Teller's Book, O'Grady and Throop.
Grimm's Household Stories.
Child's Garden of Verses, Stevenson.
Three Years With the Poets, Hazard.
Poems Every Child Should Know, Burt.
Verses for Children, Lucas.
Poems for Grades, Harris and Gilbert.
Graded Poetry Readers, Blake and Alexander.

Author to study—Robert Louis Stevenson.

SECOND YEAR

Definite aims.

To develop memory.
To encourage mental imagery.

Means.

See first year.

*Materials.**Stories.*

Snow Man—Anderson, For the Children's Hour.
Little Piccola—Thaxter.
Epaminondas.
Cinderella—Lang, Blue Fairy Book.
Sleeping Beauty—Lang, Blue Fairy Book.
Hop O' My Thumb—Lang, Blue Fairy Book.
Jack and the Beanstalk.
Rumpelstilzkin.
Dog and His Shadow—Aesop.
Wind and Sun—Aesop.
Fox and Stork—Aesop.
Crow and Pitcher—Aesop.
Hare and Tortoise—Aesop.
Traveling Musicians.
Constant Tin Soldier—Anderson.
Bell of Atri—Longfellow.
The Sheep and Pig That Set up Housekeeping—Thorne-Thomsen.
The Tar Baby—Harris, Uncle Remus.
The Straw the Coal and the Bean—Classic.
Stories for the Littlest ones—McMurry.
East of the Sun and West of the Moon—Thorne-Thomsen.
Dilly Dally.
Joseph's Coat—Bible.

Books to be read by teacher.

Mother West Wind Stories—Burgess.
Sunset Land—Lincoln.
Golden Windows—Richards.
The Out Door Story Book—C. S. Bailey.
Russian Grandmother Wonder Tales—Houghton.
Bouser the Hound—Burgess.

Poems.

Gaelic Lullaby—Anon.
The Night Wind—Field.
The Land of Thus and So—Riley.
The Sugarplum Tree—Field.
The Rock-a-by Lady—Field.
Wynken, Blynken and Nod—Field.
St. Francis and the Birds—Peer's Saints in Story.
Hiawatha's Childhood—Longfellow.
Lady Moon—Lord Houghton.
The Lost Doll—Kingsley.
How the Leaves Came Down—Coolidge.
Psalm 100—Bible.

Source books.

See first year.
Dillingham and Emerson—Tell it Again Stories.
Dasent—Popular Tales from the Norse.
Baldwin—Fifty Famous Stories Retold.
Jacobs—English Fairy Tales.
Shedlock—Art of the Story Teller.
Lang—Cinderella and Other Stories.

Author to study. Eugene Field.

THIRD YEAR

Definite Aims.

To satisfy the child's growing interests.
To help in clear thinking.

Means.

Continue reading lists.
Continue reproduction work.
Continue poetry memorization and study for appreciation.
Begin study of outlining by having children see the units of thought which make up every story and poem.
Begin adaptation or re-creation of stories and poems.

Materials.

Stories.

Peter Pan—Barrie (adapt or find adaptation).
 Sleeping Beauty.
 Little Daylight—MacDonald.
 Pandora—Greek myth.
 Latona and the Frogs—Greek myth.
 At the Back of the North Wind—Norse folk Tale.
 David—Bible.
 Robinson Crusoe—Lida McMurry's adaptation.
 Seven Swans.
 One Eye, Two Eyes and Three Eyes.
 The Jackal and the Alligator—Stories to Tell to Children,
 Bryant.
 Androcles and the Lion.
 How the Elephant Got His Trunk—Kipling.
 The Boy who Cried Wolf—Aesop.
 Snow-White and Rose-Red—Grimm.
 Romulus and Remus—Guerber, Myths of Greece and Rome.
 The Pied Piper—Browning.
 Snow-White and the Seven Dwarfs—Grimm.
 Children of other Lands—Seven Little Sisters—Each and
 All (Modify to suit present conditions).

Books to be read by teacher or with teacher.

Alice in Wonderland—Carroll.
 Little Lord Fauntleroy—Burnett.
 Sara Crew—
 Jataka Tales—Ed. by Francis and Thomas.
 Wizard of Oz—Baum.
 Little Lame Prince—Miss Mulock.
 Water Babies—Kingsley.
 Bobsy Twins—Laura Lee Hope.
 Belgian Twins.

Poems.

The Sandpiper—Thaxter.

Abou Ben Adhem—Hunt.
 The Corn Song—Whittier.
 In School Days—Whittier.
 Daybreak—Longfellow.
 Hiawatha's Sailing—Longfellow.
 Hiawatha's Hunting—Longfellow.
 Song from Pippa Passes—Browning.
 The Brook—Tennyson.
 Lucy Gray—Wordsworth.
 September—H. H. Jackson.
 Birth of Christ—St. Luke.

Source Books.

See previous years.
 Poetry for the grades—Franklin Publishing House, Phila.
 Child's Treasury of English Song—Palgrave.
 Poems for Memorizing—Houghton and Mifflin (grades I-IX).

Author to study. Henry W. Longfellow.

FOURTH YEAR

Definite aims.

To create ideals which shall stimulate action.
 To stimulate moral reasoning.
 To furnish standards for expression.

Means.

Continue story telling of previous grades, increasing re-creation and outlining, and decreasing reproduction.
 Reduce amount of teacher reading, substituting for it pupil reading with teacher taking an occasional part.
 Continue work in poem study and memorization, often allowing children to decide which selection shall be learned or discussed.
 Continue individual lists.

*Materials.**Stories.*

Dog of Flanders—Ouida.
Snow Image—Hawthorne.
Hans Who Made the Princess Laugh.
Jason and the Golden Fleece.
Aladdin and his Magic Lamp—Arabian Nights.
Orpheus and Eurydice—Greek myth.
Clytie—Greek myth.
Narcissus—Greek myth.
Phaeton—Greek myth.
How Thor Lost his Hammer—Norse myth.
Death of Balder.
Story of Sampson—Bible.
Story of Lot's Wife—Bible.
Stories in life of Moses—Bible.
Story of St. Christopher.
Story of St. Francis.
The Emperor's Nightingale—Chinese myth.
King Robert of Sicily—Adapted by Bryant.
The Human Alarm Clock—New England folk tale.
Relate with history thru such stories as those of Ethan Allen, Champlain, Dewey, and the Churchill family of Hubbardton.

Books read silently or with teacher.

Editha's Burglar—Burnett.
Story of Patsey—K. D. Wiggin.
Little Mr. Thimble Fingers—J. D. Harris.
Stories and Poems Children Should Know—Kipling.
Stories of American Discoveries—American Bk. Co.
Pilgrim Stories—Pumphrey.
Five Little Peppers—Sydney.
Clematis—Cobb.
Arlo—Cobb.
Anita—Cobb.
Three Fairy Tales—Ingelo.

Pinocchio—Lorenzinni.
 Wonder Book—Hawthorne.
 Bluebird for Children—Maeterlink.
 Gulliver's Travels—Swift.
 The Bird's Christmas Carol—Wiggin.
 A Little Dusky Hero.
 The Littlest Rebel.

Poems.

October's Bright Blue Weather—Jackson.
 In School Days—Whittier.
 Barefoot Boy—Whittier.
 Barbara Frietchie—Whittier.
 Corn Song—Whittier.
 Mountain and the Squirrel—Emerson.
 The Windmill.
 A Boy's song—Hogg.
 The Village Blacksmith—Longfellow.
 The Birds of Killingworth—Longfellow.
 Paul Revere's Ride—Longfellow.
 In March.
 The Daffodils—Wordsworth.
 America—S. Smith.

Source books.

See previous years.
 The Children's Hour—set pub. by Houghton Mifflin, ed.
 by Eva March Tappan.

Author to study. Whittier or Wordsworth.

FIFTH YEAR

Definite aim.

To satisfy the heroic sense.

Means.

See Fourth Year.

Materials.

Stories.

Nahum Prince.

Adventures of Ulysses—Church.

Labors of Hercules—Mabie, Heroes Every Child Should Know.

King of the Golden River—Ruskin.

Jackanapes—Ewing.

Laocoon—Greek myth.

Persephone—Greek myth.

Hero of Haarlem—Evens, Worth While Stories.

Dick Whittington—Scudder, The Children's Book.

Stories of King Alfred—Abbott, Alfred the Great.

Stories of Robin Hood—Pyle.

Life of Thomas Edison—Robert Wheeler, True Stories of Great Americans.

Daniel—Bible

Rip Van Winkle—Irving.

Beowulf—Tappan, Northland Heroes.

Friedjhof—Northland Heroes.

Appropriate parables from the Bible.

Appropriate American Hero Stories.

Books read silently or with teacher.

Beautiful Joe—Saunders.

Black Beauty—Sewall.

Emmy Lou—Martin.

Wigwam Evenings—Eastman.

Swiss Family Robinson—Von Wyss.

Early Sea People—Dopp.

Hans Brinker.

Wild Animals I Have Known—Thompson-Seton.

Heidi—Spyri.

King Arthur Stories—Baldwin, Stories of the King.

The Prince and the Pauper—Clemens.

Poems.

Old Glory—Riley.

Out to Old Aunt Mary's—Riley.
Old Swimmin' Hole—Riley.
Little Orphant Annie—Riley.
Seein' Things at Night—Riley.
Brook Song—Riley.
Raggetty Man—Riley.
Inchcape Rock—Southey.
Song to Titania—Shakespeare.
Under the Greenwood Tree—Shakespeare.
Today—Carlyle.
Incident of the French Camp—Browning.
The Deacon's Masterpiece—Holmes.
The Armorer's Errand—Dorr.
The Star Spangled Banner—Key.
Battle Hymn of the Republic—Howe.
In Flanders Fields—McCrae.

Author to be studied—James Whitcomb Riley.

SIXTH YEAR

Definite aim.

To have established standards of criticism and appreciation.

Means.

See previous grades.
Oral book reviews (occasionally given by teacher).
Dramatic scenes selected and played for an audience.
Literary club carried on by class.
Occasional program for some special day, as Parents' Day.
Debate idea started if it seems wise.

Materials.

Stories.

Stories from Virgil and the Iliad—Church.
Tales from Shakespeare—Lamb.
Perseus—Greek myth.
Damon and Pythias—Greek myth.

Pericles—(adapted from history).
 Little Cosette—Hugo, For the Children's Hour.
 Gudbrand-on-the-Hillside—Thorne-Thomsen.
 Nuremburg Stove—Ramee, Famous Stories Every Child
 Should Know.
 Chanticleer—(adapted from Rostand's play).
 Story of Florence Nightingale—Richards.
 Idylls of the King—(adapted from Tennyson).
 Ruth—Bible.
 Old Pipes and the Dryad—Stockton, Beeman of Orne.
 Moni the Goat Boy—Spyri.
 Key Flower.

Books read silently or with teacher.

Indian Scout Talks—Eastman.
 Understood Betsey—Dorothy Canfield.
 Adventures of Tom Sawyer—Clemens.
 Two Little Knights of Kentucky—Johnston.
 Captains Courageous—Kipling.
 Captain January—Richards.
 Crimson Sweater—Barbour.
 Betty Leicester—S. O. Jewett.
 Donald and Dorothy—Dodge.
 Silesian Tales.
 Heimatlos—Spyri.
 Wonderful Adventure of Nils—Lagerloff.
 Stories of King Arthur and the Round Table—Clay.
 Secret Garden—Burnett.

Poems.

The Sea—Barry Cornwall.
 The Eagle—Tennyson.
 Charge of the Light Brigade—Tennyson.
 Bugle Call—Tennyson.
 The May Queen—Tennyson.
 Crossing the Bar—Tennyson.
 Song of Marion's Men—Bryant.

Vision of Sir Launfal (selections)—Lowell.

The Shepherd of King Admetus—Lowell.

Adaddin—Lowell.

The Heritage—Lowell.

Concord Hymn—Emerson.

The Flag Goes By—Bennett.

How They Brought the Good News from Ghent to Aix—
Browning.

The Day is Done—Longfellow.

Pastor's Daughter and other selections—Dorr.

Trees—Joyce Kilmer.

The Fatherland—Low.

The Singing Leaves—Lowell.

Oh Captain, My Captain—Whitman.

If—Kipling.

To the Dandelion—Lowell.

Authors to be studied—Lowell, Dorr.

Suggestions for Memorization.

Establish a point of contact between the experience of the child and the literature to be taught.

Tell or read the whole selection.

Analyze the selection by question, discussion, explanation, or illustration.

Have silent study of whole or of different parts until the selection is mastered.

Review at lessening intervals.

Since many of the books mentioned in these lists are published by various firms, it has seemed unwise to recommend any one publishing house.

If teachers are unable to consult a cumulative index at a library or book store, they may obtain the needed information by applying to the following firms for catalogs.

Ed. Pub. Co., Boston.

Silver Burdett & Co., Boston.

Ginn & Co., Boston.

American Book Co., Boston.

D. C. Heath & Co., Boston.
Houghton Mifflin Co., Boston.
Little, Brown & Co., Boston.
Benj. Sanborn & Co., Boston.
Scott, Foresman & Co., New York.
Century Co., New York.
Harpers, New York.
Lippincotts, New York.
Putnam's, New York.
John C. Winston, Philadelphia.
Row-Peterson Co., Chicago.
F. A. Owens, Dansville.
F. K. Knowlton, Farmington, Maine (5 cent classics).
MacMillan Co., New York.
Rand, McNally Co., New York.

SEVENTH YEAR

Aims and Methods (See Reading Outline for seventh year)

Materials.

Stories and Literature for School and Home Reading.

Christmas Carol—Dickens.
Grandfather's Chair—Hawthorne.
Story of a Short Life—Ewing.
Crofton Boys.
Miles Standish—Longfellow
Snowbound—Whittier.
Autobiography—Benjamin Franklin.
Stories of the Old Bay State—American Book Co.
Treasure Island—Stevenson.
Robinson Crusoe—De Foe.
The Spy—Cooper.
The Deerslayer—Cooper.
Writings by Rowland Robinson.
Stories of the Great West—Roosevelt.
Tom Brown's Schooldays—Hughes.
Tom Brown at Rugby—Hughes.

Tales from Shakespeare—Lamb.
The Hoosier Schoolmaster—Eggleston.
Captains Courageous—Kipling.
Tom Sawyer—Mark Twain.
Cudjo's Cave—Trowbridge.
Picciola—Saintine.
Gulliver's Travels—Swift.
Jungle Book—Kipling.
Uncle Remus—Harris.
Miscellaneous books related to history and geography.
Collections of books for youths in public libraries.

Selections for study or memorizing (in whole or in part).

Review List.

America—Smith.
Star Spangled Banner—Key.
Your Flag and My Flag—Nesbit.
Old Glory—Riley.
Battle Hymn of the Republic—Howe.
(Also other patriotic selections).

Advance List.

Gettysburg Address—Lincoln.
The Fringed Gentian—Bryant.
The Snow Storm—Emerson.
Grandmother's Story of the Battle of Bunker Hill—Holmes.
The Chambered Nautilus—Holmes.
Tampa Robins—Lanier.
Herve Riel—Browning.
The Builders—Longfellow.
Warren's Address—Pierpont.
Twilight Calm—Rossetti.
Carry On—Service.
Grand Pere—Service.
Hark, Hark the Lark—Shakespeare.
Orpheus with his Lute—Shakespeare.

Opportunity—Sill.
 After Blenheim—Southey.
 Awakening of Spring (In Memoriam CXV) Tennyson
 To a Skylark—Wordsworth.
 To a Skylark—Shelley.
 Sir Galahad—Tennyson.
 Angels of Buena Vista—Whittier.
 To a Daisy—Wordsworth.

Authors to be studied—Holmes, Tennyson, Cooper.

EIGHTH YEAR

Aims and-Methods. See Reading Outline for eighth year.

Also develop project method of treating literary work—
 school papers, collection of works of an author—planning
 for a Longfellow, Holmes, Kipling, Rowland Robinson,
 etc., day—writing stories, poems, etc. for special occasions.
 Form literary club or society conducted by pupils, giving
 literary programs.

Materials.

Stories and Literature for School and Home Reading.

Man without a Country—Hale.
 Evangeline—Longfellow.
 Tales of a Wayside Inn—Longfellow.
 Last of the Mohicans—Cooper.
 Don Quixote—Cervantes.
 Last Days of Pompeii—Lytton.
 Ancient Mariner—Coleridge.
 Legend of Sleepy Hollow—Irving.
 The Perfect Tribute—Andrews.
 Hillsboro People—Dorothy Canfield Fisher.
 The Oregon Trail—Parkman.
 The House of Seven Gables—Hawthorne.
 Ancient Mariner—Coleridge?
 Hymn Before Sunrise—Coleridge.
 Each and All—Emerson.

The Rhodora—Emerson.
Deserted Village—Goldsmith.
Elegy in a Country Churchyard—Gray.
Ephebic Oath—from the Greek.
Reveille—Harte.
Marco Bozzaris—Halleck.
My Fire of Hickory Logs—Jackson, H. H.
The Last Leaf—Holmes.
Recessional—Kipling.
America—Lanier.
Song of the Chattahoochee—Lanier.
Building of the Ship—Longfellow.
The First American—Longfellow.
Lincoln (from Commemorative Ode)—Lowell.
Indian Summer Reveries—Lowell.
Bigelow Papers—Lowell.
Vision of Sir Launfal—Lowell.
Horatius at the Bridge—Macaulay.
Evening (from Paradise Lost)—Milton.
The Pilgrims—O'Reilly.
Landing of the Pilgrims—Hemans.
Your Lad and My Lad—Randall Paris.
Scottish Chiefs—Porter.
Plutarch's Lives—Plutarch.
Kenilworth—Scott.
Ben Hur—Wallace.
Call of the Wild—London.
David Copperfield—Dickens.
Napoleon Bonaparte—Johnston.
Women in the Making of America—Bruce.
Huckleberry Finn—Mark Twain.
Uncle Tom's Cabin—Stowe.
Neighbor Jackwood—Trowbridge.
The Gold Bug—Poe.
Miscellaneous books related to history and geography,
 biography and essays.
Collections of books for boys and girls in public libraries.

Selections for study or memorizing (in whole or in part).

Spacious Firmament—Addison.
 The Lost Leader—Browning.
 My Doves—Eliz. Browning.
 Antiquity of Freedom—Bryant.
 The Love of God—Bryant.
 Auld Lang Syne—Burns.
 Cotter's Saturday Night—Burns.
 For A'That and A'That—Burns.
 Sweet Afton—Burns.
 Tam O'Shanter—Burns.
 Dixie—Pike.
 The White Ship—Rossetti.
 Bannockburn—Scott.
 Lady of the Lake (selections)—Scott.
 Rendezvous with Death—Seeger.
 Quality of Mercy (Merchant of Venice)—Shakespeare.
 Speech of Mark Anthony (Julius Caesar)—Shakespeare.
 The Happy Warrior—Wordsworth.

Note:—Other poems of value may be freely chosen or substituted by the teacher as special occasions or needs warrant—in any grade.

Authors to be studied.

Poetry—Emerson, Burns.
 Fiction—Irving, Scott, Hawthorne.
 Essays—Emerson.

VII-3 LANGUAGE AND GRAMMAR

The natural divisions of this subject are *composition* (oral and written) and *technical grammar* (the correct and logical use of standard English). The one deals with the clear, forceful, interesting and satisfactory expression of thoughts, the other with the traditional forms of expression by which accuracy and comprehension are secured.

It must be remembered that increase of vocabulary and the

mastery of language come through the enlargement of the child's experience and knowledge, the consequent need and discovery of new words and expressions, and their correct and frequent use.

Clear and logical oral and written composition is obtained only through a *thorough and systematic knowledge of the subject* under discussion, resulting in *clear and logical thought*.

Force, emphasis and interest in composition are both the result and the measure of the child's depth of interest and intensity of emotion, the vividness of his conceptions and his power of expression.

The *whole* work of the school as well as formal lessons in reading, composition and grammar is of the utmost importance in imparting a mastery of English.

The following suggestions will apply to oral work in all grades:

1. Base work upon ample acquired knowledge.
2. Avoid stilted and monosyllabic recitations. Cultivate freedom and spontaneity. So far as practicable have pupils give topical recitations and full explanations, speaking plainly and in good sentences.
3. Cultivate full and keen discussions *to the point*. (Frequent use and development of socialized recitations).
4. Seek for an agreeable quality of voice, and clear articulation.
5. Correct typical and current errors, of which a list should be kept. Correction should as a rule *follow* rather than *interrupt* a recitation.
6. Teach the correct use of English by:—first, imitation; second, practice and reading; third, formal instruction; fourth, interest and care; always by *forming habit* of correct oral expression.

Use the following means of obtaining good *oral and written expression* in all grades:

1. Wealth of information.
2. Recitations of length on topics or general questions, addressing the class as an audience.
3. Reproduction, story-telling and written compositions.
4. Memorizing and re-reading selections.
5. Interest and enthusiasm.

6. Cheerful, constructive criticism and absence of ridicule and censure.

7. Much silence by the teacher, constant talking and writing by pupils. *Don't reverse it.*

8. The development and wise use of socialized recitations and project methods.

FIRST GRADE

LANGUAGE AND COMPOSITION

Oral Composition.

Devote the greater part of the time to oral work.

Bring the first lessons in language into direct relation with the child's experience and his vocabulary. When a normal child enters school he speaks freely, in his limited vocabulary, of the objects related to his own life; utilize these experiences and encourage him to talk freely about things in which he is really interested. His thoughts will grow in spontaneity, he will grow into habits of correct forms of speech and his vocabulary will be enlarged. Lead pupils always to use the sentence in talking; give special attention to errors of speech and to clear enunciation. Constantly guard against excessive use of the connectives *and* and *so*.

Means.

1. Conversation must supply material for language development during first days of this grade. This should be based upon a child's experience and observations of home, pets, animals, books, pictures, trips, etc. Train the child to keep to the topic and use short sentences.

2. Reproduction of short, simple stories. Choose stories that have life and action.

3. Original stories of not more than three or four short sentences.

4. Dramatize those stories which lend themselves to dramatization.

5. Through language games and constant repetition, teach

correct forms of speech, and expressions of courtesy. (Thank you, excuse me, etc.)

6. Record occasionally pupils' conversations, have them typewritten or mimeographed and use for reading lessons.

Aim for a few simple things rather than too many.

Written Composition.

Preparation for written work.

Copy short sentences with word cards.

Make short original sentences with word cards.

Copy short sentences with letter cards.

Make original sentences with letter cards.

Make short sentences from teacher's dictation.

Require pupils to examine their own work for correct spelling, correct use of capitals and correct punctuation.

Write from copy simple sentences. Later if they show ability write short sentences from dictation.

The child should be taught to write his own name from copy and later from memory, also name of home town and state.

TECHNICALITIES.

Capitals.

1. Capitals at beginnings of sentences.
2. In writing names of people.
3. In use of pronoun I.

Punctuation.

Use of period or question mark at end of sentence.

Incorrect forms.

To be corrected through language games and constant use of *correct forms by the pupils*.

I done it; she don't; he ain't; him and I went;

I come to school; I run to school; I knowed it;

I ain't got no; gimme (give me); we was, etc.

(Consult list of reference books at end of course for games.)

SECOND GRADE

LANGUAGE AND COMPOSITION

Oral Composition.

Review the course outlined for Grade I, and continue to work along the same lines. Encourage pupils to talk freely; always insist that they stick to the point and tell something interesting. Lead them to use complete sentences in talking, and eliminate unnecessary use of connectives. Increase power to use correct forms of speech without self-consciousness or a feeling of restraint. Teach expressions of courtesy and the simple forms of polite salutation and reply.

Means.

1. Conversation lessons continued—familiar animals and objects; personal experiences, excursions, games, pictures, stories and nature subjects. Restrain the talkative child kindly, and develop the reticent.
2. Reproduction of short, simple stories, telling them first in part and later in their entirety. (Pupils should be encouraged to depend upon their own vocabulary as well as upon exact words of narrator.) Tell or read many to children.
3. Original stories of few short sentences.
4. Dramatization of stories.
5. Give exercises for correct enunciation, pronunciation, and articulation of words in which consonant sounds are frequently omitted, as *singing*, *reading*, etc.
6. Repetition of jingles and memorizing selections.

Note: Avoid rousing self-consciousness by too many corrections. Teach children to drop voice (with major inflection) at end of sentences.

Written Composition.

1. Continue work with letter cards as in First Grade.
2. Pupils should write some of the sentences used in conversation.
3. By the end of the year the child should be able to write a story of not more than three or four simple related sentences, correctly spelled and punctuated.

4. Work for strong opening and strong closing sentences.
5. Develop child's power to express himself in an interesting way, both in oral and written work, and to use variety of expression.
6. Dictation exercises help fix correct habits of spelling, capitalization and punctuation.
7. Teach arrangement of work with margins and spacing.

TECHNICALITIES.

Capitals.

1. Beginning of every sentence.
2. Words I and O.
3. Names of persons and places.
4. Names of days of week; of each month as it comes; of holidays as they are observed.
5. Abbreviations (Mr., Mrs., Dr., St., Vt., Jan., Feb., etc.) and initials.

Punctuation.

1. Period at end of statement and after abbreviations and initials.
2. Question mark at end of question. (Teach to change form of No. 1 and No. 2 and punctuate properly).
3. Punctuation of address.
4. Apostrophe in contractions.

Errors of Speech.

Drill on correct forms by means of language games.

We sung it. I done it. He hadn't ought. We et it. My pencil is broke. Her and I went. I ain't got no. It's tore. We drawed, etc.

Watch out for incorrect use of past tense.

Time Allotment:—About three fourths of language time should be given to oral expression including correction of errors one fourth to written and technical work.

THIRD GRADE

LANGUAGE AND COMPOSITION

The teacher should review thoroughly the work outlined for the first and second years and should advance along the same lines. She should note carefully the prevailing errors in the oral language of her pupils and make corrections in a forceful way. Also train them in the correct use of new words.

Oral Composition.

1. Aim to secure more orderly talking than in preceding grades.

2. Teach pupils to think the sentence before speaking it. Train in sentence sense. Work for ability to detect, through listening, the number of sentences (not to exceed three) in a **short** story repeated by teacher or other pupil.

3. Through imitation make pupils familiar with the short exclamatory and interrogative sentences as a medium for variety of expression.

4. Train pupils in the habit of speaking very distinctly, **of** making themselves heard, of speaking in a natural tone of voice.

5. Train pupils to criticize their own work and that of others.

Means.

1. Conversations continued, based upon the pupil's observation and calculated to stimulate interest, inspire confidence, correct errors of speech and increase child's vocabulary. Each exercise should have a specific purpose. At all times keep in mind logical arrangement of ideas, the construction of the sentences and the proper choice of words.

2. Picture study. Study masterpieces for appreciation. Use also simple colored pictures of interest to stimulate **connected** talking.

3. Narrative, reproduced and original.

4. Description of animals, flowers, places visited, etc.

5. Dramatization.

6. Drills on enunciation and pronunciation. Keep a **list**

of words commonly mispronounced and poorly enunciated written in a conspicuous place on the blackboard and drill frequently.

7. Drills to increase vocabularies.

In both oral and written work require complete statements.

Written Composition.

1. Emphasis in Grade III should be placed upon the development of a paragraph, composed of two or three, or possibly four sentences. In Grade II pupils have learned to write complete statements. In this grade the sentences should refer to the same topic and be written in paragraph form.

Make written work a natural outgrowth of oral.

Teach three things about a paragraph.

1. Leave margin.

2. Indent.

3. Make sentences follow each other.

2. Make certain that the pupils show in writing that they have learned through oral work where one sentence ends and another begins. Give drills to develop sentence sense. (Refer to Oral Composition).

3. Build up group compositions, teacher writing paragraph on the board, pupils discussing punctuation and capitalization as each step is taken.

4. Dictation. The dictation exercises help fix correct habits of spelling, punctuation and capitalization. Attention is focused entirely upon those written technicalities assigned to the grade.

Suggestions for prepared dictation.

a. Write subject matter on board, study with children, cover, dictate, then compare and correct.

b. Give dictation exercises daily in first four grades; at least three times weekly in grade five, six, seven and eight. Dictate distinctly in brief phrases, do not repeat and do not let exercise drag.

c. Review in later exercises points not sufficiently mastered.

d. Have *content* of dictation worth while.

5. Writing of short friendly letters.
 1. Let pupils copy short letters from board.
 2. Dictate the same letters.
 3. Copy letters as given in book.
 4. Write short friendly letters if ability is shown.

Choice of Topics.

A large part of the success of English work will depend upon topics chosen. They should be drawn from many sources, and not only interest children and develop power of expression, but should also inform, and stimulate observation and inquiry. Topics should be freely given to look up and report on at the next recitation. The following are suggestive fields.

- a. *Children's Experiences.*—At home, brothers and sisters, playmates, pets, gardens, games, outings, vacations, home tasks. Description of familiar and special subjects, places and scenes. School life, work, play, behavior, special events and exercises.
- b. *Nature Study.* Description, study, and incidents about birds, animals, flowers, weeds, butterflies, bees, weather and seasons, topics connected with home geography.
- c. *Life of the City or Town.* Work of firemen, policemen, board of health and other officials. Work of men and women in trades and industries; grocers, druggists, farmers, street-car men, carpenters; telephone, electric lights, post-office, etc.
- d. *How to be a Good Citizen.* Prevention of fires and accidents, keeping the city clean, good health, behavior in public, honesty, industry, truthfulness, etc.
- e. *Literature, pictures,* history lessons, current events, etc., used in school work.

TECHNICALITIES

Capitals.

1. Review uses taught in Grade II.
2. Name of a town, a state, child's own school.

3. Names of months. (Teach to spell.)
4. Each important word in title of composition.

Punctuation.

1. Review work of first two years.
2. Exclamation mark at end of sentence and after words expressing surprise.
3. Period and comma in writing date, address and heading for letter.
4. Use of apostrophe to show possession.

Abbreviations.

U. S., Mr., Mrs., Dr., Vt., St., A. M., P. M., Ans., ct., doz., etc.

Contractions.

NOT with verb forms, as—can't, isn't, aren't, don't, doesn't; etc.; I'll, I've, I'm, etc.

Plurals.

Teach formation of plurals in s.

Homonyms. (Do not teach together).

Hear—here; our—hour; meet—meat; dear—deer; won—one; write—right; week—weak; new—knew; etc.

Errors of Speech.

Teach use of correct forms through games.

I done it. He brung. He don't. This is yourn. I was to school. It is him. Do like I do. I can't find it nowhere. (Correct others as they arise).

Drill on list for second year.

Time Allotment:—Three fourths of language time to oral expression including correction of errors; one fourth to written and technical work.

FOURTH GRADE

LANGUAGE AND COMPOSITION

Oral Composition.

The teacher should advance along the lines suggested for the Third Grade and use the greatest care in her choice and presentation of subject matter. In all recitations train pupils to express their thoughts with force and decision.

1. Aim to strengthen the "sentence sense," ability to detect through listening the number of sentences (not to exceed four) in a short story repeated by teacher or other pupil.

2. Continue work on paragraph and lengthen to four or five sentences.

3. Train pupils to select a particular "phase" of their subject and tie up each sentence to it.

Continue through drills to work for clear articulation and enunciation.

5. Work for logical arrangement of the thought and expression.

Develop carefully and systematically following types of oral expression.

1. *Reproduction*:—Of stories or passages heard, read, or studied, and of regular lessons (geography, history, etc.) Pupils should strive to secure the main thought or plot, continuity and proper relation of parts.

2. *Conversations, descriptions, and narratives*:—About nature subjects, personal experiences, local events or places, prominent men and women (living and dead), pictures and literature. Cultivate an animated, vivid style. Pupils should constantly gain in power to use modifying words and phrases, in free use of details, and in variety of thought. Recitations should generally be brief and to the point.

3. *Imaginative stories*:—Pupils may represent an inanimate object, an animal, another child or character, and present the conversation or experiences of the character chosen. Fables, myths, history tales, anecdotes may be used freely to give ideas. Work for vivid

mental pictures, with detail in description, plot and movement in narration, and originality. Teach how to expand a statement or thought by adding details. Simplicity, consecutive thought (sticking to the idea) and interest are chief ends to be sought.

Means.

1. Encourage free and correct conversation. Care should be taken to avoid such close criticism of form as to interfere with spontaneity of thought. Errors of speech should receive attention at the proper time.

2. When properly conducted, the recitation in history geography, etc. presents excellent opportunity for oral expression.

3. Pupils should be encouraged to tell stories. Let them try to express the same thought in several ways and then choose the most forceful and pleasing wording.

4. Descriptions of individual experiences, changes in nature, etc.

5. Through means of conversation lead pupils to distinguish between statement, question and command.

6. Make lists of synonyms and antonyms to increase variety of expression.

Written Composition.

1. Insist on neatness and good arrangement in all written work.

2. Paragraphs should be grammatically correct, correctly punctuated, correctly spelled, indented and with margin.

3. Give much practice in writing of the short familiar letter. Motivate this work to increase interest.

4. Reproduce a one-paragraph story with or without the help of questions.

5. Start outline making. (Following directions in Silent Reading).

6. Much dictation work for technicalities of this and preceding grades.

7. Vocabulary work continued.

8. Make systematic use of the blackboard for group work.

Grammar.

Sentence:—What it is, how it should be written.

Kinds:—Declarative, interrogative, imperative, exclamatory.

Punctuation of each kind.

TECHNICALITIES

Capitals.

- | | |
|---------------------------------------|------------------------|
| 1. Beginning of every sentence. | 6. Names of months. |
| 2. Beginning of every line of poetry. | 7. Titles of books. |
| 3. I and O. | 8. Names of Deity. |
| 4. Names of persons and places. | 9. Quotations. |
| 5. Names of days of week. | 10. Parts of a letter. |

Punctuation.

1. Period at end of sentence and after abbreviations.
2. Interrogation mark.
3. Exclamation mark.
4. Punctuation in address and letter heading
5. Undivided quotations.
6. Use of comma after YES and NO.
7. Use hyphen properly when word is divided at end of line.

Abbreviations.

Dr., Rev., P. O., Ave., R. F. D., Supt., pt., qt., pk., bu., gal.,
ft., in., etc.

Contractions.

Drill on common contractions of verb with NOT; 'tis, he's,
that's, o'clock, etc.

Plurals.

In S and ES.

Begin dictionary study for pronunciation and definition.

Homonyms. (Do not teach together).

To, two, too; road, rode; sea, see; blew, blue; would, wood; their, there; heard, herd; great, grate; steel, steal, etc.

Errors of Speech.

He come back. There was about seven. We have saw them. Can I have a drink? If I was. Where was you? My sister learned me to sew. Them are easy. Me and Frank will go.

Watch out also for other errors. Prevalent types are:—

- (1) Verb errors,—confusion of past and past participle, wrong number, confusion of can and may, sit and set, lie and lay, teach and learn, etc.
- (2) Pronoun errors,—wrong cases of personal and relative pronouns.
- (3) Mispronunciations,—clipping words, wrong accents, wrong vowel sounds, etc.
- (4) Colloquial and slang expressions,—Teachers should watch for errors of these types and within reasonable limits eliminate them.

Time Allotment: Same as for Grade III.

FIFTH GRADE

LANGUAGE AND COMPOSITION

By this time, if the work of the preceding grades has been well taught, pupils should be willing to talk and able to talk fairly easily. The composition work of this and subsequent grades should show:—

1. Greater variety of expression.
2. Better choice of descriptive words.
3. More originality.
4. Stronger opening and closing sentences.

Oral Composition.

1. Aim to make the oral English period one of real interest to the pupil. Use current events and live topics.

2. Make the pupils think it is a desirable thing to be able to speak good English.
3. Continue to impress on pupils the desirability of speaking slowly and distinctly and making oneself heard in all parts of the class-room.
4. While talking, pupils should stand erect and away from the desk.
5. Making of outlines.

Means.

1. Study the opening sentences of several good stories. Lead pupils to note the directness of the opening sentence. Ordinarily the when, where, and who may be found in the opening sentence. Encourage pupils to bring to class for discussion strong opening sentences from stories which they have read. Note how the well chosen words strengthen and beautify the sentence and add to the clearness of the picture.

2. Sentence Sense. Give child much practice in training for sentence sense:—

- a. To detect through listening the number of sentences (not to exceed four) in a short story repeated by the teacher or other pupil.
- b. To repeat after hearing.
- c. To give back orally the subject and predicate together.

3. Begin the study of outlines of model compositions. By conversation and questioning, pupils should be led to see the principle which is involved. The outline should be put upon the blackboard. This work should be made the basis of instruction in paragraphing. Illustrate the principle by the use of regular text books in geography, history, etc., leading pupils to see that in each paragraph there is only one central thought. Each main division of the outline should be the basis of a separate paragraph. The habit of making out topics and sub-topics for a subject will lead to clear thinking in all oral and written work.

4. "Children must be taught to narrow their subjects. This focuses thinking and establishes a single point of view.

They must be trained to single out some particular point and work that up for all it is worth. Unless this is done, children will invariably write paragraphs that contain a little of everything and not much of anything." (From Sheridan's "Speaking and Writing English.") Valuable suggestions on subject and the "single phase idea," together with lists of compositions may be found in the book above, pp. 14-39. For suggestions on motivation, see Wilson's "Motivation of School Work," Chapter VI.

5. Give plenty of practice in single paragraph composition. Occasionally allow pupils to write longer ones.

6. Extended word study by practice and use of dictionary to develop variety and richness of expression. Study synonyms (great, large, big, huge; fine, splendid, nice, lovely, beautiful, etc.)

Written Composition.

Each pupil should be provided with a large envelope in which are placed his weekly compositions with corrections noted. All compositions should be dated so that progress from week to week may be shown.

1. Pupils should be assigned subjects of both narration and description, subjects to exercise both imagination and memory.

2. The study and imitation of model compositions, narrative and descriptive.

3. Write title on first line with all important words capitalized. Begin composition on the third line, indented one inch from marginal line. Keep a margin of one inch unless a wider one is indicated by a red line.

Lessons developed orally as indicated are often followed by some written work.

Subjects for Compositions. See Grades III and IV, also Sheridan's "Speaking and Writing English."

4. Reproduction work. Teacher should not accept work showing carelessness and indifference.

5. Much dictation work to drill on technicalities of this

grade and of preceding grades. (See suggestions for Grade III).

6. Write real letters insisting on correct form. The letter should have to do with the child's interests, and what he finds necessary to communicate.

Constantly read to pupils good types of letters.

Have real letters brought in for discussion.

7. Make outlines of model compositions with the pupils. Let them follow the given outlines in reproducing.

Grammar.

Review kinds of sentences.

Teach simple and complete subject and predicate.

Parts of speech—nouns, personal pronouns and verbs.

Free and informal use of such terms as *subject*, *predicate*, *noun*, *pronoun* and *verb*. Drill in use of descriptive words.

TECHNICALITIES

Capitals.

1. Titles attached to persons' names.
2. First word and principal word in greeting of letter.
3. First word only in ending of letter.
4. Addressing envelopes.
5. Lines of poetry.

Punctuation.

1. Review uses already taught.
2. Comma—review uses taught, also comma in a series of words.
3. Apostrophe:—Marks omission of letter or letters.
 - (1) Contractions.
 - (2) As a sign of possession.
4. Divided quotations.

Continue dictionary study for pronunciation and meaning.

Teach meaning of marks used.

Plurals.

In S and ES. Words ending in f, change f to v and add es.

Final Y preceded by a consonant.

Final Y preceded by a vowel.

Homonyms. (Do not teach together).

Through, threw; sale, sail; pair, pare, pear; maid, made; beat, beet; waste, waist; gait, gate; etc.

Errors of Speech.

Teach correct forms of common verbs.

See, saw, seen; draw, drew, drawn; bring, brought; go, went, gone; come, came; do, did, done; write, wrote, written.

Time Allotment.—Allow for oral work fully one half the language time; for written composition one fourth, and for technical and grammar work, one fourth.

SIXTH GRADE

LANGUAGE AND COMPOSITION

Read carefully and follow work on composition as outlined for Grade V, and emphasize strongly "general suggestions for all grades."

Oral Composition.

Oral work is far more important than written work.

1. Increase length of paragraph to five or more sentences, focusing thought of paragraph upon some single phase of theme. Continue drill for strong opening and closing sentences.

2. Work constantly in recitation and through drill for clear enunciation, articulation and inflection.

3. Use devices for increasing vocabulary. Do not be afraid to use appropriate words whether or not children are familiar with them. In connection with reading lesson select one or more words for specific study, each child keeping those words in note book for reference.

4. Aim for gaining greater variety of expression through substitution of phrases and synonyms, lists of descriptive words, etc.

5. Subjects of compositions should be such that pupils

become interested. "Subjects should be personal, definite and brief. A good subject is half the battle. There is all the difference in the world between having to say something and having something to say," (Sheridan's "Speaking and Writing English," pp. 14-23).

6. Simple oral book reports.

7. Stress work on outlines. Train pupils to make outlines independently.

8. Elaboration of topic sentence.

9. Train in sentence sense. (See directions in Grades 4 and 5.)

Written Composition.

1. Note and follow suggestions for oral composition.

Writing should be generally done in regular recitation period under supervision of the teacher. Ordinarily the length should be one side of one sheet of large paper.

2. Short compositions written from outlines based on stories or picture study, etc. Under the direction of the teacher at the black-board the class should outline the first composition of the year; later they should be able to make their own outlines.

3. Teach the parts of a letter. Review friendly letter. Work for originality.

4. Teach business letters, formal and informal notes of invitation. Be sure to see that they are correct in form.

Valuable suggestions on letter writing may be found in Klapper's "The Teaching of English," pp. 130-133; Wilson's "Motivation of School Work," Sheridan's "Speaking and Writing English; "Oral and Written English," Potter, Jeschke, Gillet.

5. Short book reports.

6. Dictation work for drill on technicalities.

7. Continue study and imitation of model compositions. Each pupil should be provided with a large envelope in which are placed his weekly compositions with corrections noted. All compositions should be dated so that progress from week to week may be noted.

GRAMMAR

A few years ago grammar meant only the teaching of formal definitions. Then this way was rejected altogether and the change proved just as unsatisfactory. To-day teachers believe in a rational combination of the two. Technical grammar should be taught inductively; yet we retain many of the old time definitions *as a sequence* to inductive study. Work must be systematically given throughout the year. All work should be very simple.

Pupils should make a study of words that point out, that describe, that show how, where, when. They should be given work in the substitution of synonyms and phrases, for the purpose of giving fluency and variety of expression.

Drills should be frequently given in the choice of prepositions, of adjectives and of adverbs, and in the formation of adverbs from adjectives.

1. Review four kinds of sentences.
2. Review complete and simple subject and predicate.
3. Parts of speech—names, recognition, and general use.

Nouns—common and proper, singular and plural, possessive singular and plural.

Pronouns—personal (three persons and all forms).

Also correct use of *who* and *whom*.

Verbs. Work only for recognition and correct use.

Adjectives—Words that modify nouns.

Adverbs—Words showing time, place and manner—
with verbs only.

Prepositions—(optional).

Conjunctions—(optional).

Interjections—(optional).

TECANICALITIES

Capitals and punctuation.

Give much dictation work for uses of capitals and punctuation. Use quotation marks to enclose titles of books, poems or stories that form parts of sentences.

Continue use of dictionary.

Review abbreviations and contractions.

Plurals.

1. Review rules already taught.
2. Where singular form is changed for plural.
3. Where there is only one form for both singular and plural.

Errors of Speech.

Drill on correct forms of irregular verbs:—

Lie, lay, lain; drink, drank, drunk; sit, sat, set; set, etc.

Correct use of auxiliaries *shall*, *will*, *can* and *may*. Review regular and special subjects by written exercises. Have pupils preserve and file these for reference.

Time Allotment:—About two-fifths of language time for oral expression and composition, including its correction and improvement; about one fifth for written composition and technical corrections; about two-fifths for grammar.

GRADE VII

COMPOSITION

The aims of the work in this and following grades are well expressed in the report of the National Joint Committee as follows:—

“Expression in speech includes:

(a) Ability to answer clearly, briefly and exactly, a question on which one has the necessary information.

(b) Ability to correct and organize material for oral discourse on subjects of common interest.

(c) Ability to present with dignity and effectiveness to a class, club or other group material already organized.

(d) Ability to join in an informal discussion, contributing one's share of information or opinion, without wandering from the point and without discourtesy to others.

(e) For those who have, or hope to develop, qualities of leadership, ability, after suitable preparation and practice, to address an audience or conduct a public meeting with proper dignity and formality, but without stiffness or embarrassment.

(f) Ability to read aloud in such a way as to convey to the hearers the writer's thought and spirit and to interest them in the matter presented.

Note:—All expression in speech demands distinct and natural articulation, correct pronunciation, the exercise of a sense for correct and idiomatic speech, and the use of an agreeable and well-managed voice. The speaker should be animated by a sincere desire to stir up some interest, idea, or feeling in his hearers.

Expression in writing includes:

(a) Ability to write a courteous letter according to the forms in general use and of the degree of formality or informality appropriate to the occasion.

(b) Ability to compose on the first draft a clear and readable paragraph, or series of paragraphs, on familiar subject matter, with due observance of unity and order and with some specific detail.

(c) Ability to analyze and present in outline form the gist of a lecture or piece of literature and to write an expansion of such an outline.

(d) Ability, with due time for study and preparation, to plan and work out a clear, well-ordered, and interesting report of some length upon one's special interests—literary, scientific, commercial or what not.

(e) For those who have literary tastes or ambitions, ability to write a short story, or other bit of imaginative composition, with some vigor and personality of style and in proper form to be submitted for publication, and to arrange suitable stories in form for dramatic presentation.

Note.—All expression in writing demands correctness as to formal details, namely, a legible and firm handwriting, correct spelling, correctness in grammar and idiom, and observance of the ordinary rules for capitals and marks of punctuation; the writer should make an effort to gain an enlarged vocabulary, a concise and vigorous style, and firmness and flexibility in constructing sentences and paragraphs."

The development of ability as outlined above should be the constant aim of all instruction in English.

Teaching should include:

1. Instruction in securing and organizing ideas.
2. Reading for purpose of information and use.
3. Study of good models adapted to work on hand.
4. Organization of preparation and expression as outlined herewith:—

1. Preparation:—Observation, reading, study, experiences, experiments, thinking, etc.
2. Construction of Plan or Outline:—Introductory sentence or paragraph, subdivisions and headings, climax and conclusion.
3. Telling or Writing the Exercise:—Choice of style, mode of treatment, attention to clearness, interest, form, choice of words and expressions, arrangement, etc.
4. Improvement of Production by Pupil:—By correction of errors, comparison with good models, simplifying or expanding, etc.

Oral work:

To include reproduction, summary of matter read or heard, conversation, discussion, description, narration, invention, and story-telling. Seek for simple, forcible and correct language, good choice of words and the main attributes of good style—clearness, unity, force and interest.

Written work:

To include reproduction, dictation (for accuracy, form and speed) varied essay work, illustrated compositions, letters (friendly, social and business correspondence), study and analysis of literary selections (for appreciation and acquisition of good qualities), construction and use of outlines, etc. Study specimens of narration, description, invention, poetry and exposition taken from books, magazines and newspapers, and have pupils write similar paragraphs or articles. Require reports on home reading, and review or discussion of current events, magazine

articles, etc. Emphasize particularly vocational themes, business problems and commercial pursuits; manual trades and industries; domestic arts and the home; higher education and the professions.

Cultivate a clear, direct style and teach the use of modifying words and phrases, dependent clauses for subordinate ideas, various kinds of sentences, use of conversation, etc. to give variety, interest and force. In this and higher grades, pupils should be able to choose words and vary expression with some degree of freedom in order to produce a desired result.

Continue work with synonyms for discriminating choice of words. Cultivate the dictionary habit.

Technical.

Practical work in arrangement and correct form of written exercises. Capitals, punctuation and abbreviations continued (do not neglect less common abbreviations—C. O. D., e. g., i. e., viz., etc., Messrs., A. D., B. C., Atty., Jr., Sr., and the like.) Correction of errors.

See suggestions for technical work in previous grades.

GRAMMAR.

- I. A study of the sentence.
 - a. Classification as to meaning—declarative, etc.
 - b. Classification as to form—simple, compound, complex.
 - c. Elements of a sentence—subject (noun, pronoun, group of words) predicate.
 - d. Analysis—use chiefly simple sentences and *easy* complex and compound sentences.
- II. Parts of speech. (have all definitions simple and clear).
 - a. Nouns.—Classes—common and proper; gender; number; case—nominative as subject, predicate nominative; possessive singular and plural; objective as object of verb and of preposition.
 - b. Adjectives—Descriptive and limiting, comparison.
 - c. Pronouns—Personal, relative, interrogative, with declensions; person; number, gender and case uses as for nouns.

- d. Verbs.—Principal parts; regular and irregular; six tenses (indicative mood, active voice only); verb phrases; person and number to agree with the subject.
- e. Adverbs—Classes (manner, time, place, degree.); comparison; used to modify verbs, adjectives and other adverbs.
- f. Conjunctions—Definition and recognition only. Do not teach classification. Teach list.
- g. Prepositions—Definition and recognition. Teach list.
- h. Interjections—Definition, recognition, and statement of nature of emotion expressed—surprise, excitement, fear, anger, grief, etc.

The chief aim in teaching parts of speech is to secure ability *to recognize them at sight*, and to tell how they are used in the sentence. Adopt the uniform style of recitation “(——) is (——) because (here give definition); it is used to(——).”

In further recitation regarding case, number, classes, tense, etc., continue similar form—“It is (the nominative case) because (it is the subject of the verb).”

Remember work in grammar must be simple—much is intentionally left for later grades—but it must be so thorough that pupils are sure of their knowledge as far as they go.

Use grammar constantly as a means of correction of English and as an aid to good expression.

Time Allotment:—One fourth for oral expression, one fourth for written expression, one half for grammar.

GRADE VIII

COMPOSITION.

Advanced work similar to that of Grade VII. Study and analysis of good selections for learning good qualities and devices of writers to produce certain effects. Practice in similar work. Study word painting, and cultivate clearness, unity, force, vividness, sustained interest, spontaneity, etc. Have pupils use conversation and descriptive details freely. Stories and articles in

“Youths’ Companion” and other similar periodicals will furnish excellent models.

Practice should include construction of sentences and paragraphs of required kind and style; expanding and contracting sentences and paragraphs; combining two or more simple sentences into one complex or compound sentence with proper subordination of minor statements.

Emphasize continually and provide for adequate information, research, thinking and planning (with outline) before writing.

Subjects for treatment should include supplementary work allied to school subjects, biographies, reviews of books and articles, themes dealing with business, industries, commerce, manual arts, trades, manufactures, agriculture, domestic arts, trades for women, arts and crafts, etc. Pupils should be familiarized with different vocations.

Encourage reading for information, oral reports and discussions.

Dictation continued as before. Business and social letter-writing.

Pupils’ productions should generally be brief and simple, but should be the results of preparation, earnest thought and careful work. Strive for quality always. Do not make the mistake of teaching formal rhetoric. The principles of rhetoric should be the *teacher’s* guide to train correct habits in pupils.

Continued practice for improvement of expression, choice of words, and correction of errors, *with reasons*.

The last half of the year, work in composition should be more advanced in kind and requirements, especially in the matter of developing initiative and self-reliance in assigned work.

Introduce formal debates of simple character on easy or familiar topics. Hold pupils closely to the subject and to facts rather than opinions. Study literary selections (not too long) of merit with the object of recognizing and appreciating the qualities of good style, of knowing the means employed by the author to attain a desired end, and of gaining personal skill in the use of simple means for accomplishing a definite purpose in oral

and written expressions. Show and teach, however, that the form is useless unless it clothes a beautiful or worthy thought.

The following outline will be helpful in studying selections and in developing work of pupils.

I. Nature of selection.

1. Description—scenery, characters, events.
2. Narration—history, biography, fiction, drama.
3. Exposition—criticism, essay, oration.
4. Argumentation—debate, discussion, persuasion, oration.

II. Outline of plan.

1. Introduction.
2. Development—purpose, method of treatment, means employed.
3. Conclusion.

III. Qualities of style—how accomplished.

1. Clearness.
2. Force.
3. Unity.
4. Beauty.
5. Individuality.

IV. Study of distinctive parts:—paragraphing, means and kinds of amplification, elements of interest and emphasis, use of details and generalization, choice of words, figures of speech.

V. Discussion and application of knowledge gained.

Work should include debates, criticisms of events and articles studied, oral and written discussions of historical and current events, works of fiction, essays, poems, etc. Include both brief treatises and a few longer efforts requiring much reading, research and thought. Seek for pride and interest in the work. Develop power of self-criticism and correction. Pupils should show constant improvement in following respects:—Clearness, interest, good choice of words, individuality, correct form.

Teacher's corrections should always be constructive and characteristically encouraging.

Topics chosen for oral and written composition should, in general, be of informational value for the whole class. The pupil should endeavor to contribute to the knowledge of his

classmates. Various phases of some large topics should be handled by a number of pupils to give a more or less complete and comprehensive grasp of the subject. Following are suggestions.

- a. Industries and vocations.
- b. Travels, imaginary journeys, foreign peoples and countries.
- c. Local history, geography, activities, civics.
- d. The Great War.
- e. Review (sectional) of books and articles.
- f. National events and movements.

Caution:—Do not be too ambitious, nor get over children's heads.

TECHNICAL.

Review arrangement and form, capitals, punctuation, abbreviations and contractions as needed.

Correction of errors. A systematic study, classifying the more common errors and in the following order of prevalence.

1. *Verb errors*—confusion of past tense and past participle, especially *see, come, do, go, begin; bring*; wrong use of verbs *lie, lay—may, can,—have, got—etc.*; lack of agreement with subject, etc.
2. *Mispronunciation of words*—through habit, carelessness and ignorance.
3. *Colloquial and slang phrases*—including many ungrammatical phrases—(see lists by grades).
4. *Misuse of pronouns*—chiefly wrong cases.
5. *Adverbial errors*—chiefly use of adjectives instead of adverbs.
6. *Double negatives.*

GRAMMAR.

A systematic study of the subject looking toward mastery of the *simple and fundamental facts and principles*, leaving less important parts of the subject for high school instruction. Work here outlined, however, should be as thoroughly mastered as possible.

1. *Analysis of sentences.*

- a. *Classification* as to form—simple, compound, complex; as to meaning—declarative, interrogative, etc.
- b. *Complete subject and complete predicate.* Simple subject and modifiers; simple predicate and modifiers.
- c. *Clauses* (if any), their nature (noun, adjective, etc.), and relation to the sentence (subject, object, modifier of nouns, pronouns, verbs, and the like). Analysis as for simple sentences.
- d. *Phrases*—kind (prepositional, participial, etc.), use in sentence (as nouns, adjectives, adverbs) and how used (syntax).

The form of recitation in analysis should correspond to order given above. Adopt a simple form to be constantly used. It will assist memory and logical thinking. If desired, simple diagrams may be used.

II. *Study of parts of speech—to consist of definitions, inflection, and syntax* (use in sentence).

- a. *Nouns*—Kinds, (common, proper, abstract, verbal); person (determined by use in sentence,); number; gender; case and reason. (Include the following: Nominative as subject, address, predicate nominative; possessive, singular and plural; objective, as direct and indirect object of verb, object of preposition, objective complement).
- b. *Adjectives*—Kind (descriptive and limiting—including articles and numerals); comparison; use—to modify noun or pronoun. Note:—Pay attention to predicate use.
- c. *Pronouns*.—Kind (personal, relative, interrogative and adjective); declension; person, number, gender and case, as for nouns.
- d. *Verbs*.—Classification as to form (regular, irregular), as to kind (transitive, intransitive, copulative), and as to use (principal, auxiliary);

tense (all tenses); voice (active and passive); mode (indicative, subjunctive, imperative); principal parts and conjugation (complete); person and number; infinitives and their use,—as nouns (subject and object of verbs), adjectives and adverbs; participles and use as nouns, adjectives and adverbs.

In parsing finite verbs use following order:—Class as to form, kind, use, voice, mode, tense, person and number (to agree with subject); principal parts. In parsing infinitives and participles, tell use and relation.

- e. *Adverbs*.—Kind (time, place, manner, cause, degree); comparison; use (to modify, verb, adjective or other adverb.)
- f. *Prepositions*.—Use (to show relation between its object . . . and . . .). Teach list.
- g. *Conjunctions*.—Kind (co-ordinate and subordinate) and use (state expressions connected). Teach recognition and proper use of correlatives—*either—or, neither—nor*.
- h. *Interjections*.—Use (to express anger, grief, surprise, pleasure, etc).

Note:—The central thought in teaching grammar is that it is the scientific basis of language by which correct form and usage are determined, and which in turn aids us in knowing correct form and in intelligent use for accurate expression of thought; why and when, for instance, to use complex instead of compound sentences, subjunctive instead of indicative mode, how to use phrases and clauses to modify the word intended, etc. The handling or manipulation of grammatical forms is a tool closely related in kind and purpose to the choice of words, for expressing shades of meaning. (Cf. war addresses and messages of Pres. Wilson.)

The constant immediate ends to be attained are (1) prompt recognition of parts of speech and their use in the sentence, and (2) prompt recognition of sentences and relation of their parts (the skeleton and its vital attachments).

Time Allotment:—Oral expression and its improvement, one fifth; grammar, three-fifths.

Note:—Time allotment in this and other grades should mean division of time not only for regular class work, but, so far as possible, for work of each pupil.

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SPELLING

THE AIMS

1. To teach spelling of common words which belong to pupils' working vocabulary.

2. To teach spelling and use of words which pupils may reasonably be expected to need in their future work.

3. To develop pupils' ability to use intelligently, difficult and new words in sentences.

4. To form and fix the "spelling sense" by which one comes more or less automatically to acquire accurate impressions of words he sees. These impressions reveal themselves in the general ability to spell correctly all the words used in written work, both basic and inflected forms. The habit of correct spelling must be formed by the elimination of errors due to carelessness, by close observation of spelling when reading, and by

consulting the dictionary to determine correct spelling. In all such ways endeavor to establish the "habit of exactness."

5. To make a study of the words for an intelligent use of the same. This involves the following.

(1) *Pronunciation.*

Pronounce the word, saying each syllable distinctly, thereby fixing each syllable definitely in mind. Give special attention to accent, the long and short vowels, hard and soft letters. In oral spelling it will be of great benefit to teach pupils to spell by syllables for the following reasons: (a) helps to fix word in mind, (b) helps to pronounce new words, (c) helps to divide words when necessary into syllables, (d) helps promote clear enunciation, (e) helps to determine meaning of words.

In written spelling words should not be divided into syllables except for special study, in which case designate syllables as follows: play|ful|ness or play ful ness. See rules at end of spelling course. Correct pronunciation is as important as correct spelling, or even more so, as most people talk (pronounce) much more than they write (spell).

(2) and (3) *Meaning and Use.*

Spelling has little significance apart from the use of words in sentences. Great discretion needs to be exercised in instruction in meaning and use of words. The following plans will be of assistance:—(a) select words frequently used; (b) use words in pupils' own sentences; (c) use words in dictation exercises; (d) determine the exact meaning by use of dictionary; (e) study the dictionary's use of the word in sentence; (f) study and use synonyms in sentences.

(4) *Spelling.*

Work for each grade should include a grade list, class list and individual list. The grade list includes the words of the pupils' working vocabulary as well as of words he will soon need. The class list is composed of words the pupils should know to meet the spelling needs arising in connection with the several subjects. The individual list should include such words as the

pupil misspells in his *own* written work. Each pupil should keep a note-book list of all such words in his "Never again List."

The Method of Study and Instruction.

The secret of success is the proper assignment of lessons and guidance of intensive study. *Prevention* of errors and of guess work is the special aim.

As a rule one word at a time should be studied, at first by teacher and pupils together.

There are four principal methods of making a clear impression of the word upon the mind. They should *all* be used.

1. Through the eye—visualizing the word.
2. Through the ear—hearing it spelled.
3. Through vocalizing—pronouncing and spelling it aloud or in whispered study.
4. Through the hand activities—writing the words. (This is probably of least value).

The combination of these four methods produces the best results in spelling.

The result, however, is a *transient* one, and the spelling of a word must be fixed by repetition and review, using the *same* general method as for new words.

Plan of Spelling Lesson. Unguided study in spelling is of inferior worth. One of the following plans for regular exercises—used at Teachers College, Columbia University,—is recommended for constant use. Should the teacher devise or use a different plan, it should involve the same features, and in the same general order—seeing, hearing, oral spelling, copying, independent study, written test.

Plan 1. Time, fifteen to twenty minutes.

1. Write one of the words on the blackboard and teach it in accordance with the following plan. Then write the next word, teaching it in the same way, and so on with the rest of the words.

- (a) While writing the word, *pronounce* it distinctly.
- (b) Develop the meaning orally by using the word in a sentence and by defining it.

- (c) Divide the word into syllables. Call on pupils to spell orally by syllables. Have the word spelled in concert, and individually by poor spellers.
- (d) Have pupils indicate the parts of the word that present difficulties, or whether the word contains parts they already know. Teacher should also call attention to peculiarities, such as silent letters, ei and ie combinations, etc.
- (e) Have pupils write the word once, twice, or three times, pronouncing it softly or spelling silently as they write it. It would be well to have them use the word in a new sentence before they do this. This is done to emphasize strongly the meaning of the word just before writing it.
- (f) Allow the class a moment in which to look at the word and then have them close their eyes and try to visualize it, or use any other device of a similar nature.

2. After the various words of the day's lesson have been studied in this way, allow a few minutes for studying the whole lesson, suggesting that each pupil emphasize study of the words he thinks he doesn't know. This time should be limited so that each pupil will study vigorously and attentively.

Call upon pupils individually by rows, and softly in concert to spell the whole list without looking at board. Pupils making errors are referred to board and required to spell word again.

3. Cover or erase words, and dictate words to the class, using each word in a sentence first.

Plan II. Time, fifteen minutes.

1. The first word is written on the board in the presence of the class, and then studied as follows:

- (a) Its meaning is given, and word is used in a sentence.
- (b) It is spelled aloud in concert, and individually by the poor spellers.

- (c) Its peculiarities, such as silent letters, *oi* and *ie* combinations, etc., are pointed out.
- (d) The word is written once, twice or three times by the pupils, who spell in soft whispers as they write.

2. Each word in turn is written on the board and studied in the same way.

3. The whole column is reviewed orally as in Plan 1.

4. Words on board covered or erased, practice papers out of sight, and words dictated to the class, using each word in a sentence first.

Note:—In using text books and in reviewing familiar words, some of these steps can be abbreviated, particularly in upper grades, but only as the teacher sees *from permanent results* that it can be safely done. In all grades the plan adopted should be used frequently and regularly in its entirety, especially with new words.

Independent study. A constant aim is to develop independent study in which pupils should follow the plan of study outlined, and, discriminating between easy and difficult words, concentrate on the latter. The habit of observation while reading, with similar mental working, should be cultivated. Home study can be advantageously used in spelling.

Aim by devices, contests, honor rolls, and pride in becoming “good spellers,” to arouse and maintain keen interest.

Spelling is chiefly a memory process, and teachers and pupils should bear in mind that the best aids to accurate memory are:—

1. Interest. 2. Vivid and related impressions. 3. Repetition with concentrated attention.

Every teacher, of whatever grade, should keep a list of words frequently misspelled by her class. Every child should be required to keep a list of words misspelled by himself. These lists will be found useful for drill and review.

Note:—Abandon the practice of requiring pupils, for corrections of errors, to write misspelled words twenty-five, fifty or one hundred times. It is of less value than to require pupils to study the words for a brief time (five to ten minutes) according

to Plan I or II, writing them during study period not over ten times.

THE MATERIAL

GRADE I

First half year—No spelling required.

Second half year—Learn to spell own name, simpler words of reading lessons. Use Graded Word List. Copy the words taught.

Establish correct methods of study.

GRADE II

Teach according to general methods outlined.

Use Graded Word List.

Make lists for class and individual use.

GRADES III AND IV

(The work in spelling for third and fourth grades is arranged for alternation in rural schools. During the school year 1921-22 teach third grade spelling; during 1922-23, teach fourth grade spelling, and so continue to alternate the work of the two grades).

Teach use of homonyms and antonyms that are in common use. (See Language Course).

Spelling taught according to method outlined in general directions.

Used Graded Word List, Ayres and Jones Lists and text provided. Make lists for study as previously outlined.

Frequent dictation exercises, reviews, contests, and tests.

Place special emphasis in teaching of spelling to establish correct habits as well as correct formation of letters.

GRADES V AND VI

(The work in spelling for the fifth and sixth grades is arranged for alternation in rural schools. During the school year 1921-22, teach fifth grade spelling; during 1922-23 teach sixth

grade spelling and so continue to alternate the work of the two grades).

Spelling taught as in previous grades. Study general directions as well as directions given in previous grades.

Use Graded Word List, Ayres List, Jones List, the "One Hundred Demons," and text provided. Teachers and pupils provide other lists as suggested in general directions. Special emphasis upon class lists.

Pupils to continue clinching words by the four related impressions of eye, ear, voice and muscle (hand).

Frequent dictation exercises, tests, contests. Do not neglect having pupils who fail correct their errors for all time.

Review rules for plurals. Teach rules for prefixes, suffixes and doubling final consonant after short vowel before *ing* and *ed*. Emphasize frequent use.

GRADES VII AND VIII

(The work in spelling for seventh and eighth grades is arranged for alternation in rural schools. During the school year 1921-22, teach seventh grade spelling; during 1922-23 teach eighth grade spelling and so continue to alternate the work of the two grades).

Spelling taught as in previous grades. Study general directions. Emphasize independent work. Uses Graded Word List, Ayres List, Jones List, the "One Hundred Demons," and text provided. Teachers and pupils should prepare special lists as suggested in general directions, bearing in mind the necessity of pupils being able to spell the words they continually use in composition work.


Review all rules given in previous grades. Give special emphasis to study and use of words having prefixes and suffixes.

During the even years of the course teach the use of the following prefixes:—*ab*, from; *bene*, good; *circum*, around; *contra*, against; *extra*, beyond; *inter*, between; *non*, not; *per*, through; *pre*, before; *re*, back; *semi*, half; *super*, above; *tri*, three; *uni*, one; *anti*, against; *dia*, through; *en*, on; *eu*, well; *mono*, alone; *peri*, around; *syn*, with; *tele*, far; *ad*, to; *ante*, before; *bi*, two; *con*, with; *de*, down; *ex*, out of; *in*, not; *intro*, within; *ob*, against; *post*,

after; *pro*, for; *retro*, backward; *se*, aside; *sub*, under; *trans*, over; *vice*, instead of; *a*, without; *auto*, self; *epi*, upon; *micro*, small.

During the odd years of the course teach the use of the following suffixes: *able*, fit to be; *acy*, state of being; *an*, pertaining to; *ary*, one who; *ate*, having; *ic*, pertaining to; *id*, quality; *ity*, state of being; *ive*, that which; *ment*, act of, that which; *ac*, pertaining to; *ics*, science of; *ism*, doctrine, characteristics of; *y*, state of being; *al*, pertaining to, *ance*, state of being; *ence*, state of being; *ent*, that which; *fy*, to make; *ile*, relating to; *ine*, belonging to; *ion*, act of; *ite*, one who, one who is; *ory*, place where; *ous*, having; *ulent*, full of; *ure*, state or act of; *ise*, *ize*, to make; *ist*, one who; *oid*, having form of.

The "One Hundred Demons," so named by Dr. W. F. Jones, because they are frequently and persistently misspelled in all grades, have nearly all been included in previous lists. They are given here for convenience and should be frequently reviewed until mastered by all children.

always	coming	heard	raise	though
among	cough	here	road	through
any	don't	hear	straight	they
again	does	instead	sugar	tonight
ache	done	just	shoes	truly
answer	dear	knew	said	used
business	doctor	know	says	very
been	every	laid	sure	which
built	easy	lose	since	where
busy	early	loose	some	women
believe	enough	many	seems	write
beginning	friend	meant	separate	writing
blue	February	making	their	would
break	forty	minute	there	Wednesday
buy	grammar	much	Tuesday	wear 
can't	guess	none	two	whether
country	hoarse	often	too	whole
could	half	once	trouble	won't
color	having	piece	tear	wrote
choose	hour	ready	tired	week

DIVISION OF WORDS INTO SYLLABLES

(Supplementary work in Spelling and Reading)

Definition:—A syllable is a vowel sound (simple or diphthong) either alone or combined with one or more consonants, the whole of which can be pronounced by one effort of the voice,

E. g., A, ag-nos-tic, plagued, rhythm, etc.

RULES

1. Single syllables are never divided.
E. g., Blessed (verb), bless-ed (adj.), sci-on, con-sci-ous.
2. The pronunciation of a word or its structure commonly indicates its syllables; or conversely, the division of a word into syllables should indicate its pronunciation or structure accurately.

(This is the fundamental rule, and should be carefully mastered by each pupil.)

E. g. for pronunciation:—Pro-gress', prog'-ress, project', proj'-ect, a-stern, as-ter, last-ed, etc.

For structure:—Wood-box, in-tend, sweet-ish, lass-es, swift-est, etc.

3. Prefixes (a, al, ad, be, con, de, in etc.,) and suffixes (ed, ing, er, est, en, ish, ist, ly, etc.,) form separate syllables if such division does not misrepresent the pronunciation.
4. When a single consonant sound including (ph =f, th, sh; gn =n, sch, etc.) comes between two sounded vowels, it naturally joins the vowel following:—as fa-ther, fa-vor, poi-son, na-tion.

Exception:—When the preceding vowel is short the consonant is generally joined to it:—as, hab-it, proph-et, wom-an, log-ic.

5. When two or more consonants capable of beginning a syllable (bl, br, cl, dl, dr, etc., sc, sp, sl, st, etc.,) come between two sounded vowels:
 - A. All may be joined to the following vowel if it is accented, or if the preceding vowel is long and accented.
E. g. Hy-dra, a-cre, ha-tred; re-proof', o-blige.

- B. One of them may be joined to the preceding vowel if this is short. E. g., tab-let, es-teem, at-las, rescue, abrupt.

Note:—It will be seen that Rule 5 is indefinite. This is due to the fact that the two consonants are used at times practically as one consonant when part A applies; at other times they are used more like two distinct consonants as in Rule 6, in which case part B applies.

6. When two consonant sounds not capable of beginning a syllable come between two sounded vowels, or when by inflection a consonant has been doubled, the division comes between the consonants:—as, fer-tile, min-strel, mor(t)-gage, com-punc-tion, rob-ber, banner, bat-ted, run-ning.

(But words originally ending in a double consonant divide after both consonants when ing, ed, est, etc., are added, according to Rule 3—as pass-ing, call-ing, bless-es).

Note:—It will be found that in many cases Rules 4, 5, and 6 give an additional reason for the division of syllables according to Rule 2, and that a large number of the exceptions found to Rules 4, 5, and 6 are direct applications of Rules 2 and 3.

Hence for practical use, children should be taught to divide words according to the usage expressed in Rules 1, 2, and 3, if possible, then if these are not sufficient, according to Rules 4, 5, and 6, and if the case is still doubtful, to consult a dictionary, or if one is not at hand, to divide it so that it appears right. Compare, for example, the correct forms mus-ket-er, sa-bre, trou-ble, log-ic, etc., with the incorrect forms mus-ke-teer, sab-re, troub-le, lo-gic, etc., and it will be seen how much can be told by appearance.

Use the work outlined above in reading and spelling classes, laying more stress upon practice than upon rules. Emphasize Rules 1, 2, and 3 in lower grades, and make work more thorough and comprehensive in middle and upper grades.

For more careful treatise (but for teachers' use, not pupils') see article on syllabication in Webster's International Dictionary.

UNIFORM CORRECTION MARKS

1. Wrong answer—Arithmetic, Geography, etc., X or W.
2. Misspelled words—underlined: as belief.
3. Word or phrases omitted, ^, as She ^ going.
4. Superfluous word or passage—brackets, [. . .].
5. Bad grammar—parenthesis, (. . .), with *Gr.* on margin of paper.
6. Poor choice of English—double vertical lines enclosing faulty passage, or on margin opposite the passage.
7. Error in punctuation or capitalization—diagonal line, through error.
8. Careless or unsatisfactory paper—to be done over—V. P. (Very Poor).
9. Inaccurate or questionable statement ?

Note. Familiarize yourself and your pupils with these marks in all grades. Other marks for special cases may be used as the teacher wishes. Good work should always be properly commended.

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VIII. ARITHMETIC COURSE

Arithmetic (a part of mathematics) is fundamental to just social relations dealing with material things. Wherever men deal with each other, whenever they build, manufacture, plan, measure, make records and accounts, earn their living, etc., figuring is absolutely necessary. For all fair human dealings exactness, accuracy, practical measures and calculations, system and clear thinking are indispensable.

Hence arithmetic is valuable for social needs and for clear and accurate thinking. By means of it the teacher should train the pupils' minds in reasoning, habits of application and exactness of statement.

In all work in arithmetic note and observe carefully the following points (adapted of course to grades and progress):

1. Clear understanding of numerical and quantitative values—integers, fractions, decimals, units of measure, etc. attained by counting, measuring and diagrams.

2. Comprehension of terminology, definitions, language used and mathematical expressions.

3. Mastery of fundamental processes and principles. Greatest number of errors is always found here.

4. Accuracy, neatness, orderly thinking and work, and reasonable speed. Next greatest number of errors is due to carelessness—"I didn't think."

5. Appreciation of relations between quantities (indispensable for solution of problems and mathematical reasoning). Use objects, measurements, practical projects, illustrations, diagrams. Estimate results. Explain problems without doing work. Develop imagination.

6. Develop new topics or processes by relating them to familiar topics that are fresh (if necessary through review) in the pupils' mind. In this way the new subject is recognized as another phase of a well-known subject, and is the more readily mastered.

7. Definitions, rules, principles should generally be de-

veloped from clearly understood processes. Where this may not be feasible (e. g., long division, square root, circumference of circle, hypotenuse of right triangle, etc.) see that the matter is as clearly explained and demonstrated as possible, thoroughly memorized, mastered by practice, and kept in mind through review.

8. Demonstrate continually and drive home the fact that a given mathematical process is fundamentally the same under all conditions and with all kinds of units and quantities (e. g. "carrying" in addition applies equally to integers, fractions, decimals, denominate numbers, algebra, etc., three "cases" or types of problems are same in fractions and decimals as in percentage.)

9. Have pupils check up processes, rules and results by counting, measuring, demonstration diagrams, different methods and proofs.

10. Work should be carefully adapted or graded to children's abilities and progress. Avoid guessing and confusion of thought.

11. Do not progress too fast. On the other hand, avoid waste of time in excessive drill on processes that will be continually recurring as work advances.

12. Use blackboard freely. Demonstrate processes, methods, arrangement. Use diagrams to illustrate problems.

13. Work for attainment of clearest and most direct methods and explanations.

14. In involved examples and problems, children may be told beforehand the answers, where such information will aid them in checking up answers that cannot be proven, and where answers do not indicate the process to be performed.

15. Teach children how to study. See that work is understood and difficulties mastered. See, however, that children develop independence, initiative and imagination.

16. As children advance from year to year increase the proportion of problem work and application of processes.

17. Follow this general plan of work.

- (1) Development, explanation, clear understanding.
- (2) Practice, familiarity, memorizing.

- (3) Drill for mastery.
- (4) Application and development.
- (5) Periodic review.

18. Use the recitation period chiefly for *development and instruction*, only incidentally for *testing*. Do not permit pupils to go along with failures. It is fatal to progress. Work with class and individuals until required knowledge is secured.

19. In rural schools, pupils should be grouped as much as possible in classes composed of grades 1 and 2; 3 and 4; 5 and 6. The nature and ability of the school, however, should determine what groupings, if any, are feasible.

20. Develop and treat the whole subject (except mechanical processes) in a practical way and by continual use of project methods. This is one of the most important parts of the work. Success depends largely upon making it *real* and vital. The following suggestions are pertinent.

- a. Socialized work for drills and simple problems.
- b. Games, playing store, business, farmer, carpenter, housekeeper, etc.
- c. Gardening and manual arts.
- d. Thrift projects—poultry, selling garden products, newspapers, etc., earning money, savings accounts, cash accounts, safe investments.
- e. Use of local conditions, problems, and business.
- f. Actual measuring, planning, construction, and original problems.

21. Emphasize oral and mental work, quick, snappy drill work in addition, and frequent review.

Note:—Teachers should study outlines for all grades for additional suggestions, and familiarize themselves with the whole course.

COURSE OF STUDY IN ARITHMETIC

PART I

GRADE I

Little formal work in numbers should be demanded of children the first year as a requisite for promotion. An exception may be made in favor of children who are sufficiently mature. In rural schools such children may do work outlined for Grade 2.

Much of the general work of the year will involve relations and so far as this is true, number work should be thoroughly done. It will include:

1. Learning words and figures, one, 1; two, 2; etc., and their meaning.

2. Reading numbers as they occur on pages of readers, calendars, etc.

3. Counting objects (erasers, pencils, books, etc.) used in school work; counting persons, objects and scores in work and in games; days in the week before Saturdays or holidays, after Sundays, etc. Such work may go up to ten or, if class is bright, to twenty.

4. Counting abstractly to 50 or 100. Use of number games involving counting up or out, counting for "Hide and Seek" by five's and ten's; number rhymes like "One, two, buckle my shoe;" "One, two, three, four, five, I caught a hare alive;" "Ten Little Indians," etc.

5. Recognition of numerical groups and arrangements of objects in seat work and in play. Use a variety of objects—dominoes, toothpicks, buttons, pegs, books, pebbles, leaves, colored circles, squares, etc. Arrange objects and give seat work in drawing, grouping objects in two's, three's, four's, five's to form designs.

6. Conversational work involving number; playing store with real pennies, nickels and dimes, etc.

In all work children should be led to see that processes and

methods are the same whatever the units employed. Go slowly and make sure that number concepts are clearly understood, not a source of confusion, difficulty, or guess work.

If the ability of the class warrants it, the following additional formal number work should be given the last half of the year.

All combinations of numbers up to 10 or 12.

One half of 2, 4, 6, 8, 10.

Arithmetical signs + and -.

Seat work in number with examples placed on board. Use beads, pegs or other counters. Make easy problems using familiar objects. Keep all work simple.

Hints:—Clothes line across corner of room with clothes pins.

Count birds and objects seen on way to school; animals or chickens at home; sounds with eyes shut; counting objects by feeling.

Older children help little ones in games and seat work.

Encourage children to earn and save money and report on it. Use occasions to teach number and thrift.

Simple measurements with foot rule, yard stick, pint and quart measures.

Valuable suggestions will also be found in:

‘First Journeys in Numberland,’ Harris and Waldo.

‘First Year in Number,’ Hoyt and Peet.

Also in almost all primary arithmetics.

GRADE II

All work to be taken up from the beginning, to make sure that number concepts and simple relations are perfectly clear. Make use of objective work, practical problems, abstract oral blackboard and written work, games, devices and methods suggested for Grade 1 and others that may be found or developed by the teacher. Projects related to the children’s lives and to school work should be freely used.

Most of the work should be oral, and the teacher should be careful to train children in correct processes and modes of thinking.

The work of the year will include the following:—

1. Reading and writing all numbers to 1000.
2. Counting forward and backward by 1's to 200; by 2's 5's and 10's to 100; by 3's to 30; by 4's to 40. Use bundles of splints of ten each to secure clear notion of orders (units, tens, hundreds). Be sure children see 12 as 10 and 2; 24 as 20 and 4; 146 as 100 and 40 and 6, etc.

3. Roman numerals to XX. Telling time by clock to 5 minute readings.

4. Much practice in use of foot rule with half inch divisions; of yard stick; of money,—cents, nickels, dimes, quarters, half dollars, and dollars; (use real and toy money); pints and quarts.

In measuring, have children estimate freely and then check up estimates by measuring.

5. Addition and subtraction. Teach thoroughly all (forty-five) combinations of two units; addition of numbers by ending as follows:

1, 2, 5, 4, 3, 8, 9, 6, 7, added to 10, 30, 60, 20, 50, 40, 70, 90, 80.

1, 3, 7, 8, 5, 2, 4, 6, 2 added to 11, 41, 21, 51, 81, 91, 71, 61, 31.

1 to 7 inclusive to 12, 22, 32, etc.

1 to 6 inclusive to 13, 23, 33, etc.

1 to 5 inclusive to 14, 34, 64, etc.

etc.

etc.

Addition in columns for accuracy and rapidity.

Much oral addition and subtraction (without borrowing).

6. Multiplication and division (exact) to 20; multiplication and division tables (exact) up to:— 10×2 , 3×6 , 4×5 , 5×4 , 6×3 , 2×7 , 2×8 , 2×9 , 2×10 .

$20 \div 2$, $18 \div 3$, $20 \div 4$, $20 \div 5$, $18 \div 3$, etc.

7. Teach signs $+$, $-$, \times , \div , $=$.

8. Simple fractions of objects and easy numbers—halves, thirds, and fourths. Use objects very freely, both singly and in groups, performing actual operations. Show relations and comparisons.

9. Problem and project work. It should always be simple (one-step problems) involving all operations included in the outline. Avoid guessing, cultivate accurate thinking.

Suggestive Work.

Use toothpicks, cubic blocks, various counters, real and toy money, cardboard cut into counters, seeds, plants, nuts, pebbles, etc.

Emphasize games involving number and keeping scores.

Simple contests to sharpen interest in drills.

Playing store, buying and selling.

Actual measuring of the room, blackboard, desks, etc.

Folding and cutting paper to measure.

Make cardboard rulers divided into inches and halves.

Drawing with ruler.

Thrift work, earning, saving, wise spending.

Telling time, work with weekly, monthly, and year's calendar.

School-room games and socialized recitations, where children give examples and problems to each other.

Seat work with pegs and other counters; with weaving; geometric patterns drawn according to instructions; number builders; making addition, subtraction, multiplication and division tables.

Note:—In rural schools the work outlined for grades one and two can to a large extent be done in one class, adapting questions and seat work to differing abilities.

GRADE III

The special aims in this grade are the thorough mastery of the processes of addition and subtraction and of the fundamental work in multiplication and division of integers.

Problem work must be kept simple and must deal with computations or transactions familiar and interesting to pupils. Be ambitious for *quality* not *quantity* of attainment. Satisfactory progress in arithmetic can only be secured by *mastery of previous processes*.

The outline for the year should include the following:—

1. Notation and numeration.

a. Integers to 10,000.

b. Roman numerals to L.

- c. Dollars and cents.
 - d. Simple fractions.
 - e. Denominate numbers as used.
2. Learning arithmetical signs and vocabulary:—
- a. +, −, ×, =, ÷, \$, decimal point for cents.
 - b. Arrangement of examples:—column addition, subtraction, long multiplication, short division, problem operations.
 - c. Denominate numbers and abbreviations used:—in., ft., yd., pt., qt., pk., bu., gal., min., sec., hr., etc.
 - d. New terms and their proper use (Be sure ideas are clear).

figure	subtraction	multiplication
addition	subtract from	multiply by
add to	difference	product
sum	equal to	less than
division	price list	units
divide by	thousands	tens
division	profits	hundreds
dividend	income	thousands
quotient	expenses	solve
remainder	savings	problem
contains	liquid measure	acre
total	integer	fraction
etc.	etc.	etc.

- 3. Counting forward and backward by 2's, 3's, 4's, 5's, 10's, (and if class is able to do it) by 6's, 7's, 8's, and 9's up to 100 *starting from any number*.
- 4. Measuring as in Grade II but extended.
- 5. Games continued as in Grade II.
 - a. Quick oral addition, dictated and blackboard columns.
 - b. Written column addition, *answers always to be proven by adding up and down*. Teach process carefully, having children name *results only* in adding.
 - c. Addition of all units (1 to 9 inclusive) to series of numbers ending in same unit figure,—7, 27, 57, 17, etc., 13, 83, 23, 93, etc., until process and results are thoroughly familiar. *This is the foundation of*

of sound work in addition. Combinations must be learned so thoroughly that neither guessing nor counting will be used.

- d. Addition of U. S. money; of denominate numbers (same denominations without changing).

7. Subtraction—Austrian method advised.

Process thoroughly mastered. Prove answers by adding remainder and subtrahend.

8. Multiplication.

- a. Tables as far as 10×10 . Work for certainty and rapidity. Use and have children make tables. Use sets of drill cards. Give speed work both oral and written. Drill especially upon difficult combinations, 6's, 7's, 8's and 9's. Connect with exercises in counting (See No. 3) and series addition (See No. 6, c.) Help out table (and counting) of 7's by using *calendar*; 8's and 9's by noting sequence of unit figures. Place and leave most difficult combinations (singly) on blackboard until learned. Nothing, however, will surpass constant, old-fashioned drill, which may be enlivened by snappy work and contests in and out of regular order.

- b. Short multiplication; abstract numbers and U. S. money; figures. (multiplicand not over three places).

9. Division.

- a. Oral and written division in tables (corresponding to multiplication tables). Suggestions for learning multiplication tables will all apply to division.
- b. Short division of abstract numbers not over 4 places and U. S. money without and with remainders. (Do not make work too difficult.) Answers placed above dividend, e. g., $\frac{913\frac{3}{4}}{76395}$

10. Fractions.

Exact halves, thirds, fourths, fifths and eighths of numbers up to 24 so divisible. Relate work closely to division and keep work clear and simple.

11. Denominate numbers.

- a. Learning names, meaning and value of units actually used by and familiar to children. (See No. 2).
- b. Simple problems dealing with such numbers.

12. Problems.

- a. Simple problems (Mostly one-step and oral) involving all operations and work outlined above (1 to 11). Give much attention to comprehension of language and expressions used in stating and solving problems. They are generally unfamiliar and strange to children and are the source of most of the confused thinking that children exhibit.
- b. All problems are finding an unknown quantity (answer) bearing an expressed relation to some known quantity. This relation must in every case (first) be understood and (second) expressed in words. Then the appropriate one of the four operations can be intelligently used to secure the answer. Thus: How much will eight oranges cost at 6 cents each? *Relation*:—Six cents for each one, or eight 6 cents, or eight times as much as one orange. *Therefore* 8×6 cents or 48 cents.

Divide 29 nuts as nearly equally as possible among 5 boys. *Relation*:—The nuts would have to be divided into five piles or parts, one for each boy. This can be done by distributing them one at a time or (as we have learned) by dividing 29 nuts by 5. *Therefore* $29 \text{ nuts} \div 5 = 5 \text{ nuts for each boy}$ and four left over.

This fundamental principle must not be neglected nor overlooked.

- c. For satisfactory problem work, pupils must thoroughly understand also:—
 Meaning and value of quantities used.
 What the meaning and effect of each operation is.
 How to perform easily and accurately the operations required.
- d. Whenever possible have pupils prove their results.

Thus, above, how could it be shown that 48 cents would buy 8 oranges, or that each boy would have 5 nuts and that 4 would be left?

- e. Give practice in estimating answers, and in going through actual operations involving measurements and handling of quantities, to develop sense of values and relations.

Suggestions.

Daily drill in quick oral addition, serial addition (No. 6,c.) and mixed multiplication tables.

Number games.

Playing store, carpenter, gardener, farmer, school, etc.

Measurements actually made.

Individual records kept of school work.

Mixed oral examples, such as:—Add 2 and 6, double it, divide by 4, add 1, multiply by 3, subtract 11; what is your answer?

Think of a number; double it; add 8 (or 10); divide by 2; subtract 4 (or 5); what is your answer? (Ans. X). You thought of X. (Give other similar work but have it simple.)

Thrift work with accounts kept of results:—Earning and saving money; expense accounts; amounts saved by mending and repairing, by caring for toys and all articles; amounts lost by thoughtless spending, carelessness, waste, etc.

Project work of all kinds that make work real and help focus attention upon the work in hand. (Note:—Organize the course clearly and do not allow projects to distract attention from the work in hand.)

Give frequent brief tests to determine progress and to ascertain where effort should be directed.

GRADE IV

The general nature and content of the work is like that outlined for Grade III, but more advanced. Much greater facility should naturally be acquired in the various departments of the subject. Do not neglect constant review of the work of Grade III and drill on parts where pupils work too slowly or

inaccurately. This is the year in which to master the four fundamental operations and in which to acquire clear relations of quantities.

The outline for the year is as follows:

1. Notation and numeration.
 - a. Integers to 1,000,000.
 - b. Roman numerals to M.
 - c. U. S. money.
 - d. Fractions and mixed numbers.
 - e. Denominate numbers as used.
2. Extension of arithmetical vocabulary.
3. Continue counting as in Grade III.
4. Addition and subtraction as in Grade III.
5. Multiplication.
 - a. Tables through 12×12 .
 - b. Short and long multiplication, abstract and concrete numbers.
6. Division.
 - a. Tables through 12's.
 - b. Short and long division, exact quotients and those with remainders. Pupils should thoroughly master process of long division, at least with divisors of two figures. Begin with easy divisors—11, 21, 12, 22, 13, 15, 31, etc.
 - c. Division as measurement when dividend and divisor are same denomination and quotient is abstract. Division as partition (fractional)—when divisor is abstract and quotient is same denomination as dividend.
7. Fractions:—General work with halves, thirds, fourths, fifths, sixths, eighths, tenths and twelfths.
 - a. Finding fractional parts of numbers $\frac{1}{2}$, $\frac{2}{3}$, $\frac{5}{8}$, $\frac{6}{10}$, $\frac{3}{4}$, etc.
 - b. Simple reduction of above listed fractions.
 - c. Addition and subtraction of fractions.
 - d. Multiplication of simple fractions by integral multipliers of unit order (1 to 9).
 - e. Changing improper fractions to mixed numbers.

f. Oral and very simple written problems.

8. Denominate numbers with actual measurements and applications—Work as in Grade III, but extended.
9. Problems involving operations listed above (1-8) one and two operations.

Note suggestions in Grade III for problem work.

Problem work and original projects to occupy increasing proportion of time.

Miscellaneous work continually to review and develop work already done.

Work to eliminate careless and loose thinking.

Drawing to a scale (1 inch = 1 foot, $\frac{1}{4}$ inch = 1 foot.)

Thrift work and simple accounts of receipts and expenses.

Adopt simple forms of analysis of type problems as:—

1. What is given? 2. What is required? 3. What is to be done? 4. Estimated answer. 5. Work performed. 6. Answer proved.

PART II

GRADE V

The work of the first four years or grades should have resulted in (1) a reasonable mastery of the four operations with integral quantities; (2) familiarity with arithmetical language; (3) a fair knowledge of numerical relations and a good sense of values; (4) the beginning of abstract mathematical reasoning under direction.

These attainments must be greatly strengthened and broadened. In the fifth and following grades, arithmetic must be expanded to include (1) reasonably complete topical treatment—fractions, decimals, denominate numbers, percentage, mensuration, etc; (2) selective reasoning processes where the pupil thinks out the proper or best way to solve a given problem; (3) creative thinking, where the pupil or class originates new examples, problems and projects and works them out.

Especial attention must be given in this and following grades to *how pupils study*, to developing *clear and correct methods of thought and operations* and to *arrangement of work on paper*.

Special work for the year includes:

- a. Careful and thorough review and practice of preceding work for mastery, accuracy, and speed. Give tests for ability and give special drill and practice *where needed*.
- b. Fractions—complete treatment of subject.
- c. Simple work in decimals.
- d. Development of problem work.

The complete outline for the year is as follows:

1. Notation and numeration.
 Integers to 1,000,000. Decimals to two places.
 Roman numerals to M and their general use.
 Denominate numbers as needed.
2. Four operations.
 Emphasize quick, accurate column addition with combinations of two or more units in one mental operation, multiplication tables and long division.
3. Fractions.
 - a. Reading and writing fractions and mixed numbers. Meaning of concrete fractions made clear by everyday use:—Half a mile, quarter of a dollar, half dozen, one-third off, etc., special names for fractional parts of units, e. g., $\frac{1}{4}$ bu. = 1 peck; $\frac{1}{8}$ peck = 1 qt.; $\frac{1}{2}$ ft. = 1 in.; $\frac{1}{60}$ hr. = 1 m.; $\frac{1}{100}$ dollar = 1 cent; $\frac{1}{7}$ week = 1 day, etc.
 - b. Reduction:—To different denominations; to and from mixed numbers and whole numbers.
 - c. Addition and subtraction:—Of like fractions; of unlike fractions reduced to common denominators.
 - d. Multiplication:—Of fractions and mixed numbers by whole numbers; of whole numbers by fractions; of fractions by fractions (reducing mixed numbers to improper fractions).
 - e. Division:—As in multiplication. Start with method of reduction to common denominators, then develop method of inverting divisor.

Notes:—Proceed slowly. Use small and simple fractions. Use objects and illustrations freely. See that work and opera-

tions are clearly understood, not merely memorized. Develop principles and rules of multiplication and division carefully. Most work in fractions should be done with halves, thirds, fourths, fifths, sixths, eighths, twelfths, and their common denominators, and with tenths and hundredths as preparation for decimals.

- f. Problems with fractions simultaneously with development work. If properly used problems will greatly aid and clarify abstract work. Problems involving fractions (and later decimals and percentage) naturally group themselves into the three well-known types or cases—finding a part of a quantity; finding a quantity when a part is given; finding what part one quantity is of another. Problems of the last two types must be very simple, and easily illustrated by objects or diagrams.

4. Decimals.

- a. Notation and numeration with explanation of meaning.
- b. Changing common fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{2}{3}$, etc.) to decimals and reverse. Decimal equivalents thoroughly learned.
- c. Aliquot parts of a dollar expressed fractionally, decimally and in cents.
- d. Four operations with decimals (Answers or quantities not to contain over three decimal places). Emphasize multiplying and dividing numbers by 10 and 100, 20 and 200, 30 and 300, etc., securing answers by adding or removing ciphers, or by moving the decimal point.

Note:—Fundamental principles are same for decimal as for other fractions.

- e. Problems—as for fractions.

5. Denominate numbers.

- a. Tables learned—linear and square measure; dry and liquid measure; time; avoirdupois weight.
- b. Simple reduction.
- c. Problems.

6. Problems. An increasing proportion of time must be given in this and following grades. They should not be complicated nor in the nature of puzzles (save as arithmetical puzzles may be given as such to arouse interest). Oral analysis should be clear and definite, expressed in good English. Problems and formal work must be closely and vitally related so that each will help the other. So far as possible have them deal with activities and interests of children, their families, homes, and community, matters arising in school work—history, geography, and development of practical knowledge. Use diagrams very freely. Have children make actual measurements and solve problems arising therefrom.

In denominate numbers give easy examples in length—fences, paths, distances, cost on basis of length, etc., rectangular areas—board measure, carpeting, gardens, etc., weight and measure of capacity; buying and selling problems involving fractions, decimals and denominate numbers.

Suggestions:—Oral or mental arithmetic should be emphasized.

Use farm problems constantly—crops, stock, equipment, expenses, etc. Continue thrift instruction, problems, accounts, gains by care, losses by neglect.

GRADE VI

In planning and conducting the work in Arithmetic for this grade, several things must constantly be kept in mind.

First, in this grade formal presentation, development, and regular, intensive practice of *fundamental operations* and *essentials of arithmetic* are supposed to be completed. The pupils are expected to have acquired a reasonable mastery of such work, to work accurately, quickly, and intelligently to the end that they can apply their knowledge of their own accord to new problems.

Second, this grade marks the completion of distinctly *elementary* work. (Also for some children, completion of school-

ing). Following work will be largely development of applications, problems and projects, development of skill and ingenuity, etc., and must be based upon competence and ability in fundamentals and clear comprehension of operations and relations, and not be hampered by devoting excessive time to review and making up poor work.

Third, the reasoning powers of children develop rapidly in this grade, and should be trained carefully. The proportion of problem work must be larger than in previous grades, but problems must be kept simple and tend toward clear thinking, not toward guessing or confusion.

It is necessary then in this grade to emphasize:

- a. Review and drill on all processes hitherto taught, especially with fractions, decimals and per cents.
- b. Fixing habits of accuracy, neatness, proving results.
- c. Developing sense of values and relations, and analysis of problems.

The special new work for the year will be denominate numbers, bills and accounts, and percentage. Note carefully also additional development of fractions and decimals.

Complete outline is as follows:

1. Continued practice in four operations, especially addition, with integers, money, decimals, fractions and denominate numbers. Miscellaneous examples involving arrangement and reduction.
2. Fractions.
 - a. Four operations; division by inversion of divisor; common divisors and multiples; reduction to higher and lower denominations.
 - b. Oral work with easy fractions especially aliquot parts of 100.
 - c. Changing fractions to decimals and vice versa.
 - d. Problems involving fractional quantities and solutions by fractional processes.

Note:—Terminology, methods and operations must be clearly explained and illustrated freely by diagrams—linear, rectangular areas, circles, etc.—and quantities (pictured or real)

3. Decimals.

- a. Notation and numeration, any denomination; decimals with ciphers.
- b. Four operations, paying careful attention to arrangement and rules for pointing off. Multiplying and dividing by moving point.
- c. Changing to fractions and reverse; to per cents and reverse.
- d. Problems involving decimals, including easy applications to denominate numbers, business, statistics.

Note:—Be sure work is clearly understood (See note under Fractions). Mastery of decimals is essential for satisfactory work in percentage.

4. Percentage. *Introductory (to accompany work with decimals).*

- a. Terminology. Meaning and use of terms per cent, percentage, expressions of type: 8 is 10% of 80; 25% of 16 = 4; find 30% of 50; 45 is $12\frac{1}{2}\%$ more than 40, etc. Emphasize fundamental fact that per cent means hundredths.
- b. Changing easy fractions, decimals and per cents, one to the other, and oral problems done in these three ways. (e. g. $\frac{2}{5}$ or .4 or 40% of my money is \$24. How much have I?) or involving changes (e. g. Find $33\frac{1}{3}\%$ ($=\frac{1}{3}$) of 420 lbs.)
- c. Easy problems applying chiefly to business.

5. Denominate numbers.

- a. Tables, terminology and abbreviations for:—
 - 1. Linear measure.
 - 2. Square measure.
 - 3. Cubical measure and cord wood.
 - 4. Liquid and dry measure.
 - 5. Avoirdupois weight.
 - 6. Study of common units and values (e. g. 1 bbl. equals $2\frac{1}{2}$ bu.; 1 bu. = $1\frac{1}{4}$ cu. ft.; 1 *load* of earth, etc.)
- b. Reduction to higher or lower denomination; to *other* denominations (gallons to weight, etc.) Easy examples only.
- c. Four operations. (Simple only).

- d. Problems and applications (*not too difficult*). Fencing, areas in farming problems; making gardens, walks; lumber; roofing; content of bins, boxes, excavations; carpenters' problems; flooring, plastering, painting, papering; grocers' problems involving measuring; commercial transactions involving weights and measures; practical measurements and projects.

Note. Have children distinguish clearly between linear measure (perimeter) and square measure (areas). Success in denominate numbers is dependent upon *clear conceptions*. Use diagrams, actual measurements, and illustrations constantly. *Do not give involved or confusing problems*. Ascertain common methods of computation employed in the locality and give practice in their use. Supervise carefully pupils' methods of study, work and explanation.

Use extended, easy projects involving measurements, money, fractions, and decimals. Such are:—

Planning and carrying through a garden.

Building a one room camp or hen house.

Shingle a barn.

Floor, plaster, paper and paint a room.

Keep one week's household account, buying groceries, clothes, fuel, winter vegetables.

6. Bills, receipts, cash accounts, and ordinary business forms.
Pay attention to accuracy and correct forms. Have pupils make and use regular forms for bills, etc., and learn customary expressions.
7. Percentage continued (last part of year).
- Continued practice as for Introductory Percentage.
 - Examples and simple problems in three cases of percentage.
 - Profit and loss in buying and selling; waste or loss and growth or accumulation; thrift or carelessness.
 - Income and expenses.
 - Trade discounts, mark down sales, etc.
 - Simple interest for years and half years at 4%, 5% and 6% applied to savings and to debts.

- g. Thrift problems—Simple budgets on per cent basis; saving 10% of money; bank deposits and interest; farm and home projects.

PART III

GRADES 7 AND 8

In the work of the preceding grades the essentials of arithmetic should have been quite thoroughly covered, though not sufficiently mastered. Drill, application and development are the chief things to be striven for in higher grades. Hence the teacher must continually emphasize:—

1. Drill in fundamental operations and problems for quickness, accuracy and facility. Provide large amount of drill work outside of the book. Use hektograph or other duplicating machine. (A minor part, however, of time allowed for arithmetic).

2. Abundant work with an analysis of problems to increase ability to apply arithmetical processes skillfully and intelligently.

3. Introduction and mastery of new, related subjects of mathematical nature (bank accounts, circular measure, insurance, etc.)

4. Projects, involving utilization of acquired knowledge and original thinking to develop power. Subjects taken from local community, children's own activities, practical business, and actual life—real things of vital interest and value to children should constitute the great part of the work. Find out methods and problems of local mason, carpenter, store-keeper, banker, etc. Obtain in this way original and real problems.

In all problem work, have children trained to observe the following carefully:—

1. Understand the problem clearly; read and re-read it if necessary until there is no confusion about it.

2. Think—Analyze the situation; think what is wanted, what is given or known, the relations involved, what is the right and best method to use. Think the problem through without figuring, but estimating the answer.

3. Do the work,—neatly, accurately, quickly, and economically (business or short methods, etc.)

4. Check or prove results. *Know you are right*; be independent of others; never give up until you have succeeded.

Teachers are requested to familiarize themselves with general directions and with outlines for previous grades in order to make work in these grades most effective.

In Grades 7 and 8 work constantly for direct and short methods, accuracy, clear and logical thinking and ingenuity.

Grade outlines for work are as follows:

GRADE SEVEN

Review, drill and applications of previous work.

Percentage continued with applications to—

Profit and loss	Commission (direct)
Discount	Taxes (direct process)
Insurance—fire and life	Interest, simple and annual.

Measuring, drawing to scale, accurate diagrams, to illustrate and explain problems and to develop mathematical sense.

Measurements and denominate numbers:

Linear, square, and volume measures.
Contents of bins, tanks, cylinders.

Business practice and simple accounting—using regular ruled and business forms.

Safe investments and their returns:

Savings accounts	Thrift plans
Regular amounts saved	Stocks and bonds.

Farm problems of various kinds:—

Milk, cream, butter, records of cows, cost of feed, shelter, labor, production and sale; profit or loss.

Poultry, eggs, chickens, dressed fowl, costs, receipts, profit or loss.

Garden and farm crops in similar manner.

Farm accounting, inventories, wear and tear, depreciation, increase of stock, labor costs, interest, taxes, insurance, care and use of implements.

Local business problems, developed similarly to farm pro-

blems. These may deal with groceries, grain, coal, dry goods, etc., garage, masons, plumbers, contractors, etc. Visits to business places and farms will clear up in the minds of pupils many technical points and add new interest to the work.

Personal, household, thrift, project and other practical accounts—using standard forms and methods.

Original problems and projects.

Note: In developing work outlined for this grade the teacher must exercise care to keep work within the grasp of her pupils, to develop work logically and steadily and to avoid superficial or careless work through too great a variety of applications. Select from rather than attempt to cover the whole field of arithmetic. A good text book carefully used will prevent many mistakes in judgment.

GRADE EIGHT

The general subject matter covers the same topics given for Grade Seven, and the treatment is similar. The topics are, however, more fully expanded, harder problems are given, requirements of speed, accuracy, reasoning, comprehension and application are more exacting.

In drill or review work the teacher should not waste time on familiar or thoroughly mastered matter but *watch out for weak points* and work on those. Work, however, to improve rapid and absolutely accurate addition.

Subjects that need especial development beyond seventh grade assignments include:—

Bank accounts—checks—deposit slips—loans—discount—drafts—exchange.

Interest—compound and (as time permits) annual interest applied to partial payments (Vermont rule).

Corporations, associations, stock companies.

Accounts and business practice.

Farm, business, personal, social, etc., projects.

Latitude and Longitude (if time permits).

Ratio and proportion—simple work.

Square root and applications.

Advanced mensuration.

New work for the year should include beyond above expansion of topics:—

1. Metric system—tables, simple operations and problems, emphasizing linear and square measure and weight.
2. Algebra—Notation and numeration, value of quantities, four operations, simple equations and problems of one unknown quantity of first degree, use and removal of parentheses. (If time permits teach also clearing an equation of fractions and factoring).
3. Geometric construction and graphs, associating work with mensuration, problems and accounting.

IX. GEOGRAPHY

A knowledge of the earth as one would find it through travel and first-hand acquaintance, of its wealth in different parts, of its vegetable and animal life, and its varied products and resources, a clear grasp of the great energies—heat, light, electricity, motion—and their effects upon climate, life, etc., and above all a familiarity with man's place, adjustment, activities and utilization of resources throughout the world—these constitute the substance of geographical instruction and the ends to be achieved.

The study of geography involves dealing with and knowing real things in our material environment (home geography); learning by first-hand experience all we can, and through imagination (based upon personal experiences, pictures, maps, study, comparisons, discussions and the like) the important things in other parts of the world, the personal and group life of peoples, and the inter-related activities of men throughout the earth.

Methods of teaching have changed much with the broader and more reasonable modern conception of geography. Certain facts of location, conditions, etc., must be clearly and accurately known, but they are to be used to build up a body of geographic knowledge and principles of permanent value in understanding and making life adjustments. In upper grades, to test the pupils' understanding of these principles, as well as to give them practice in applying knowledge, the teacher should constantly suggest and develop problems and projects whose solutions demand, first, reasoning from cause to effect, second, checking up inferences by securing facts on the subject from reliable sources, and, third, estimating effects and values for humanity.

Geography, then appears to be primarily a *social study* and must be treated as such. Its scope is very wide, including subject matter that in the elementary course may be briefly outlined as follows:

I. Man's material environment.

A. Inanimate.

1. Land:—Surface, soil, minerals.

2. Water:—Oceans, rivers, springs, rain, snow, etc.
3. Atmosphere:—Temperature, movements, moisture, changes, etc.

(All more or less dependent upon earth's planetary relations).

B. Animate.

1. Plant life.
2. Animal life.

(Both dependent upon natural environment and on each other; also affecting and affected by men.)

(Result: *Physiology*.)

II. Man's adjustment to and utilization of his material environment.

A. In securing fundamentals of life: food, shelter, clothing.

1. In their natural form.
2. In changed forms through cultivation, alteration, manufacturing, invention, etc.

(Result: *Industrial geography*.)

B. In finding locations suited to man's needs, ambitions, or temperament, and in forming governments and social usages to fit the groups thus separated.

(Result: *Political geography*.)

C. In co-operating with fellow men wherever they may be.

(Result: *Commercial geography*.)

It will be the teacher's task in the elementary course to select with the assistance of text books and from outside sources so much as her pupils can comprehend and utilize for their own immediate and future profitable adjustment to their environment, and for a fuller knowledge of the wonderful earth on which we live.

In general the *facts* are of less importance than the *experiences and thinking* which lead to or from them, yet a reasonable body of facts accurately known, and some drill are absolutely necessary to make geography clear and valuable. The teacher must use skill in selecting these important facts, and in developing topics, problems, projects, research, etc., to enrich and vitalize the course.

It will be the aim in this outline to suggest many such facts and possible problems or means which may be available to Vermont teachers; to show how some of these may be worked out in detail; and to suggest what minimum achievements (knowledge, habits, skill, appreciation and judgments) may be desirable in school grades.

Teachers must take pains as the class proceeds to explain the vocabulary of geography thoroughly; to emphasize the social, industrial, physical, political and commercial features of the work; to group facts and phenomena about central causal or striking facts; to used socialized recitations, project methods and supplementary study very freely.

GEOGRAPHY. GRADE I

Although geography as a separate subject is not taught below the third grade, yet it is desirable that we should clearly recognize its "beginnings" in much of the activity that is a direct outgrowth of children's interests in the first grade.

Our aim, then, is to foster the child's interests in matters pertaining to the home environment and to give him some knowledge of the social activities centered around it.

Problems.

A child's first interests are social in character and are therefore centered about his daily living. His experiences are dependent upon:—

- (1) Physical necessities—--
Food, shelter, clothing.
- (2) The school—
Which teaches how to do things and thus equips one with increasing ability to provide for the future.
- (3) The community—
Upon which the home depends because of:
Local industries,
Social intercourse.
- (4) Physical environment—
Climate as affected by seasons and months,
Weather record.

Methods:

Modern Psychology has shown to us that at certain stages in the child's life certain predominating interests are likely to appear. Such, for instance, as the desire to construct some form of shelter, a tent, a house, or shack, into which he may crawl.

It then becomes the duty of the school to recognize these dawning instincts as they manifest themselves, and to provide subject matter in the way of experiences, materials and text books, that will stimulate and develop these healthy normal child-interests. For lack of space, or for other reasons, the rural school may not be able to meet the conditions necessary to construct a hut or play house within the school building. In such cases suitable materials should be provided, such as boxes or boards, so the work may be carried on out-of-doors on the school grounds.

In a social situation of this sort children gain much first hand information of the rudimentary laws governing the construction of more elaborate and permanent buildings. Also the ability to work together harmoniously, in a common cause.

Results to be attained.

Some of the ways in which the Home and Family Life are dependent upon—

(1) Physical Necessities.

Food.

Some knowledge of the planting and harvesting of crops.

Information gained from excursions made to dairies, markets, groceries, and bakeries.

Shelter.

Some knowledge of suitable building materials, such as wood, brick, stone, cement and steel.

Through much handling and building with boards, boxes, and blocks, ideas in connection with construction work.

Clothing.

Some knowledge of the sources of wool and cotton.

The ability to weave, on small looms, such articles of doll's apparel as hoods, scarfs and muffs.

- (2) If the school has wisely provided the right sort of subject matter in the way of experiences, materials, and text books, the child will possess an increased ability to accomplish things and derive great satisfaction in so doing.

(3) Physical Environment.

Ability to recognize signs of the seasons as observed in

- (1) Plants and animals.

- (2) People in their sports, occupations, clothing, homes.

Weather record.

- (1) Ability to record on the calendar, weather for the day.

- (2) Familiarity with terms to indicate the different kinds of weather, such as fair, cloudy, rainy, snowy.

GEOGRAPHY. GRADES 2 AND 3

Aims.

The work is to continue incidental and general, much the same character as in Grade 1, but in more detail and to secure greater knowledge of geographical facts. The child's interests will not only be centered on local or home problems, but will constantly expand, especially in the third grade, to include the environment and activities of primitive peoples and of those in different geographical surroundings.

In following this single outline for two grades, emphasize Part I and treat Part II lightly in the second grade; review Part I and expand Part II in the third grade.

PART I

Problems.

The Home and Family Life as dependent upon—

- (1) Physical necessities.

- (a) Food.

Its sources, preservation, preparation for use and transportation.

- Compare our own habits and customs with those of other peoples, such as Indians, Eskimos, Arabs, cave men, tree dwellers.
- (b) Shelter—Various types for different peoples.
 - (c) Clothing and its uses—
 - Protection.
 - Adornment.
 - Clothing worn in winter and summer.
 - Materials used by Indians, Eskimos, Arabs, cave men, tree dwellers.
 - Uses of materials as conditioned by social or industrial situations.
- (2) Physical environment (seasonal).
- (a) Changes in plant and animal life.
 - (b) A comparison of Vermont habits and customs due to climatic conditions with those of people in different parts of the world, such as the Eskimos and Arabs.

Methods.

It is not probable that all the subjects listed above will come up for discussion. They are the things in which children's interests are naturally centered. The thoughtful teacher will listen sympathetically to her children's questions and go with them, in imagination, out into the world of other people, whose habits and customs are different from ours. Just the order in which the subjects shall be discussed, and the time allotted to each, will vary according to the recognized needs of groups of children.

The teacher must be keen to recognize the fact that just as soon as any child begins to talk about a subject that has possible bearing upon any of these mentioned, or brings from home anything that may lead to a discussion of the same, then is the time to bring it before the class.

The way of approach should always be through the child's interests, else little permanent learning will be acquired.

The child has many desirable interests and a wise teacher should foster these and discourage all others less worthy.

Results to be Attained.

Home and family life necessities in Vermont compared with those of other peoples, as follows:

Peoples:—Tree dwellers, cave men, Eskimos, Indians, Arabs.

- (1) Principal foods of each, and ways these foods were prepared, preserved and transported.
- (2) Shelter—Help the child to see the responses to climatic conditions.
Dwellings, shelters and homes of each group, methods of protection from storms, winter, animals and enemies.
Family and community life.
- (3) Clothing—Materials used, how made and ornamented, costumes for men, women and children, foot wear, head covering.
- (4) Weapons and utensils that are characteristic.

As a result of this study, showing the evolution of home and family life, children should be led, in imagination, to think out for themselves, just why it was that geographical surroundings conditioned the needs of different peoples, and also why they chose certain methods with which to meet these needs.

PART II

2. The Community.

- (1) Some knowledge gained from observation of the various city, town or village departments that offer protection to the home, such as—

The fire department, the police department, the street department.

Children should learn to co-operate and refrain from scattering papers, or throwing refuse upon streets and sidewalks, or marking on fences and walls.

Upon the rural community rests the same obligation, namely of working together toward a common end, which in this case means assuming the responsibility of keeping public highways and picnic grounds as attractive, clean and wholesome as possible.

(2) Public Utilities.

Children should know as much as their ages and capacities for knowledge will permit, of such public utilities as their city, town, village, or rural community provides. This may be gained by visits to local pumping stations, gas and electric power stations, telephone exchanges, telegraph and post offices.

(3) Public parks and playgrounds, church, school and picnic grounds.

Here again, children should know how to use and appreciate these places.

3. Physical Environment.

(1) Effects of day and night on plants, animals and man.

(2) Effects of the seasons.

On plant and animal life in different regions.

On life of peoples.

(3) Local weather conditions.

Wind, temperature and length of day noted on permanent records.

GEOGRAPHY. GRADE 4

Aims.

The study this year aims,—1st, to gather up previous instruction regarding primitive and different typical peoples, so that the child may image a larger world beyond his own homeland; 2nd, to study home or out-of-door geography so that he may begin to know his own geographic environment fully, and to visualize geographic facts and conditions as described in text books and illustrations.

EXPERIMENTS AND PROBLEMS AVAILABLE

What are some of the everyday experiences of people in the different heat belts of the world as contrasted with the child's experiences in his own homeland? Difference in location or position, advantages and disadvantages may form a basis for comparison.

I. *Life in Type Regions.*

1. Life in the Arctic Regions or Cold Belt.

Greenland—Lapland—Alaska.

- (1) General location, position and boundaries.
Ice fields, tundras, forests, etc.
 - (2) Climatic conditions.
Length of day and night.
Appearance of the sun in summer and winter.
Effect of long night.
 - (3) Vegetation.
Plant life in summer and winter.
Suppose an Eskimo takes a journey in summer and again in winter, what would he see in the way of shrubs, trees, mosses, lichens, berries, flowers, and food for animals?
 - (4) Animals.
Seasonal effects upon the habits of birds and animals, such as the hare, reindeer, caribou, foxes, seals, walrus, polar bears, ducks, gulls and ptarmigan.
 - (5) People.
The way they have adapted themselves to the perpetual cold, the long Arctic night and short summer.
Home, a snow hut in winter and a skin tepee in summer.
Furniture, beds, and stoves.
Food and dress (see outline for Grade 2).
Mode of travel.
Dog sledges, canoes or kyacks.
Wagons and tools.
Bows and arrows, spears, harpoons, knives.
Occupations.
Seal and bear hunting.
Duck spearing.
Fishing.
Collecting bird's eggs.
Moss gathering.
2. Life in the Tropical Regions or Hot Belt.
Southern States, Arabia, Pueblos in New Mexico, Palestine, Egypt.

The homes of the Brown Babies in Hawaii, Cuba, Philippines.

(An outline similar to the one for the Arctic Regions may be used).

3. Life in the Temperate Regions or the Warm Belt.
Highlands—Tibet, Switzerland, Indians of Peru, Vt.
Lowlands—Russia—Holland.
On the plains—California, China, Argentina. Cow boys on the great western plain.
4. Seacoast Regions where fishing is carried on extensively.
Norway, Alaska, seal fisheries, Newfoundland• whale fisheries of the Arctic regions.
Pearl fisheries of Lower California and the Persian Gulf.
Sponge fisheries of the Mediterranean and Caribbean Seas.

II. *Home or Out-of-door Geography*

1. Seasonal Changes.

Enlarge upon facts gained in previous grades.

(1) Effect upon animal life.

Direct observation to discover how animals prepare for winter. Thicker fur, storing food, building homes.

Migration of birds.

What birds stay all winter? What birds migrate?
Where do they go and why?

Metamorphosis of insects. Caterpillar changed to a butterfly, etc.

(2) Effect upon plants and trees.

Trees that lose their leaves; those that do not;
those that are first to turn in the autumn.

Dying down of plants and seed making.

(3) Effect of day and night.

Record time of sunrise and sunset.

Where does the sun rise? Where does it set?

Where is it at noon? At what season of the year do the sun's rays slant the most?

2. Weather Record.

In what way do changes in the wind produce changes in the weather? What does the north wind bring? What wind brings warm weather? What wind brings clearing weather?

In New England what sort of weather is an east wind likely to bring?

3. Introduction to Map Study.

First map, location well known to children.

Neighborhood maps, town maps, school ground maps, schoolroom maps.

Maps should be placed flat on the floor or on the table while children are being taught how to read them.

It is easy to direct the thoughts of the child in the development of a subject. The aim is to give to the child some appreciation of the extent of man's dependence upon his environment and of his relations to people in other parts of the world. Through this study he finally comes to understand something of the real meaning of Geography.

Projects.

1. The sand table furnishes excellent opportunity to portray in a vivid and realistic manner the life of other people.
2. Collect pictures showing different modes of travel in various parts of the world.
3. Dramatic scenes from "Stores in many Lands," or "Little People Everywhere," "Hans and Gretchen in Holland" and similar books.
4. Arrange a series of travel talks with pictures (using radiop-ticon if possible).
5. Show comparison of country and city life, local means of travel, direction and distance to neighboring centers (such as the nearest city of Vermont), vacation trips of pupils or friends. All these lead to location, direction and mapping. This may be done by a series of trave-

logues, by collections of pictures, and by some simple dramatization.

6. Stories about how "Grandma Lived" (life of early residents in the vicinity).

Results.

Children in the Fourth Grade should become familiar with the location on the globe of some distant regions, strikingly different from our own.

This work serves two purposes.

1. To teach those features of which the home region furnishes good examples.
2. To show the influence of environment upon the life of a people.

Through all books of travel and adventure available, through as extensive reading as possible, the child should grow into the spirit of the traveler.

Children's knowledge should include: Direction, cardinal points and how to find them and prominent features of weather, seasons, climate.

Simple facts of the locality, as names of industries, directions and distances to neighboring places, places of interest, such as would answer the natural inquiries of a stranger.

In general our sources of food and clothing.

Simple beginnings of map making and reading.

Familiarity with use of the globe and world map.

GEOGRAPHY. GRADE 5

Aim.

Through home and Vermont geography to gain a knowledge of type facts, principles and geographical symbols needed to study world geography. To gain definite ideas of the world as a whole.

SOURCES OF POSSIBLE PROBLEMS OR EXPERIENCES

I. *Home and Vermont Geography.*

How is the industrial life of Vermont dependent upon the physical features and climatic conditions?

(1) Physical features.

(a) Land forms and problems connected with them—hills, mountains, mountain system, mountain peaks, slope, base, summit, valley, plateau.

(b) Water forms.

Spring, pond, lake, taught as sources of streams; river, river system, parts of a river—as source, branches, mouth, banks; related problems.

(2) Soil.

How is soil made?

What is meant by poor soil? rich soil?

What makes rocks crumble?

(3) Climatic conditions.

Which winds bring our storms?

Why does it grow colder after the sun goes down?

What time of our year does it rain the most?

What time of day does the wind blow the most?

Where does the more rain fall, upon mountains, or in valleys, and why? What is dew? frost?

(4) Life—Plant and animal.

In what ways do the people of Vermont depend upon the wild animal life of the state? Where are the largest forests in Vermont? Owners of these forests?

Uses of forests.

(5) Industries.

Farming, dairying, gardening, lumbering, quarrying, fishing, hunting, trapping, manufacturing.

II. *World as a whole.*

(a) What do Vermont people do for people living in other parts of the world? What do

the people of the other parts of the world do for us?

- (1) What do the farmers and dairymen do for people outside Vermont?

Farm products carefully studied.

- (2) What do the gardeners and fruit growers contribute to people outside of Vermont?

- (3) What do the lumbermen of Vermont do for the people outside of Vermont?

- (4) What do the quarrymen of Vermont do for the rest of the world?

- (5) What are the factory workers of Vermont doing for people outside our state?

- (b) What do the people in other parts of the world do for us?

- (1) What do the farmers and gardeners of the world do for us?

Wheat, rice, meat, sugar, wool, etc., studied as projects.

Wheat fields of United States, Canada, Russia, Australia.

Climate and soil favorable for growth.

Planting, harvesting, threshing, sending to markets.

Grain elevation, whale backs, milling centers.

Distribution of flour.

Where and how produced, prepared, transported. Routes of travel.

- (2) What do the fishermen of the world get for Vermonters.

Cod, salmon, shell fish. Study of this industry as under (1).

- (3) What do the factory hands of the world send to Vermont?

Cutlery, silk, tools, macaroni, etc., studied as under (1).

Many other manufactured products may be used to supplement or to be used instead of those listed.

The schoolroom should be supplied with as many recent geographies, Book I, home geographies, geographic readers and stories as can be had. These books pupils should have access to for silent reading. This silent reading may be done for enjoyment or in a real desire for information to use in helping solve individual problems concerning Vermont or the world. Every teacher should have within reach at least a small, well mounted collection of pictures. These should not be displayed as a whole the first of the school year and kept continually in sight thereafter. Rather display a few appropriate pictures at the right time and study these few carefully. If the pictures desired are not easily obtained from a teacher's own collection send a list of them to The Free Public Library Commission, Montpelier, Vermont, which can usually supply a loan collection.

Exhibits of various kinds may be obtained free or at very slight cost from various factories and firms. These exhibits should be used in much the same way as the pictures.

A small six or eight inch globe should be supplied for each child. If this cannot be done supply one globe for every two children. A large slated globe is very desirable for the teacher's use. A world map and a Vermont map are needed. A world map of the hemisphere is much better than a Mercator map because it gives truer ideas of direction. A map of Vermont may be obtained free of charge or for slight cost from the Publicity Department, Montpelier, Vt. The road map of Vermont is the very best map for use in the fifth grade.

The fifth grade teacher must have constantly in mind these aims:

1. To have the child see and feel through the problem he solves that the life and industries of Vermont are greatly dependent upon the physical features and climatic conditions.
2. To give the child a definite idea of Vermont in relation to the world.
3. To seek to have the child use his geographic tools (books, maps, globes, etc.), accurately, often, and with real pleasure.
4. To have the child always get a correct idea of the relation of the place under discussion to the rest of the world.

Problems to be worth while should as often as possible grow

from the questions of the child. The problem will then be his problem, stated in his language, and will be solved with real pleasure and satisfaction by him. The approach to these problems may be made through the history work, civics, or any interest the child has which seems at the time to be especially prominent. The teacher may help to develop a latent interest by stories read or told, conversation before, upon and after a field trip, or by travelling the routes by which certain products enter or leave town. Examination of and conversation concerning exhibits or pictures may bring the same result.

Develop an ability to use maps correctly. The earlier in the year a pupil develops an ability to use maps intelligently the more help maps will be to him in solving his problems. The teacher therefore should seek every opportunity to have the right use of maps become a regular and fixed habit.

Pupils should have the main big features (continents, oceans, etc.) and their relationship on the globe firmly in mind. Have them take a physical map of North America in books used or a large wall map of North America (physical) for study. If the latter it should be placed flat on a table or desk and children stand around it and work. This gives the child a correct idea of up and down. Always teach physical maps first. They have already learned many geographical symbols, as the symbols for mountains, rivers, railroad routes, etc. Review these. After the physical map has become very familiar teach the political. They know the word politics. Let them see that politics made political maps necessary. If you have a very recent geography you have the political features placed upon a physical map. If so the children can see the reasons for many things. For example, why there are so few cities in the Rocky Mountain region and so many on the Atlantic coast. If this map work is done thoroughly a pupil will know much of North America, where people live, what crops and industries are possible. Many problems will have arisen which can now be solved with an intelligent use of all the maps of that region. Each book prints many small maps of every continent. Help the pupils to understand these and to use them when needed. The small maps on

rain fall are nearly if not quite as important as the physical map. These should be well taught.

Results.

At the end of the fifth year the pupils should have an ability to use globes and maps intelligently. They should be able to read for information and enjoyment from any Book I Geography, any Home Geography, or simply written geographical reader. The end of the year should find each child eager to know more of the world beyond Vermont, and have developed in him to some extent the ability to find out. This desire to know and ability to find out are the big results of the year's work. It is very important that all fifth grades should accomplish the results in Groups I and II. The results of the year may be tabulated as follows:

Group I.

- (a) Ability to use globes and maps intelligently.
- (b) Ability to use geography texts to give information and enjoyment.
- (c) Ability to solve some geography problems independently
- (d) Desire to know more of world beyond Vermont.

Group II.

- Geographical information.
- (a) Home and Vermont geography.
 - Physical features.
 - Land and water forms.
 - Soil.
 - Climatic conditions.
 - Life.
 - Industries.
- (b) World as a whole—A good and accurate general knowledge.
 - Continents—oceans.
 - Other land and water forms.
 - Climatic conditions, people and industries of regions that contribute to the lives of Vermonters.

GEOGRAPHY. GRADE 6

Aim.

To understand how the life of the community is related to the larger life of the state, nation and world as illustrated in the western hemisphere.

SOURCES OF POSSIBLE PROBLEMS

1. *North America.*

North America carries on more commerce than any continent except Europe.

What natural advantages for commerce has North America?

1. Location—as to zones, oceans, other countries.
2. Climate—in different parts; effects upon production and commerce.
3. Coast—harbors, bays, peninsulas, etc.; effects upon commerce.
4. Drainage—three great systems; other waterways; interior shipping.
5. Seaports—location, importance, staple goods handled at each, lines of trade.
6. Vegetative, fishing, mining, tourist, manufacturing areas and their occupations and trade.
7. Animal life in different zones and regions—Arctic, forest, plains, tropical.
8. Peoples—in Arctic, tropical and (particularly) temperate regions—their nationalities, occupations, characteristics, trade, government.
9. Political divisions—United States (Alaska and Panama Canal Zone) Canada, Mexico, Central America, West Indies—location, climate, productions, occupations, peoples.

Sum up this part of the work by having pupils enumerate all the natural advantages North America offers for commercial relations between the various parts of the continent and with other nations.

1. *United States. Special subject for this year.*

The United States because of its location, climate, physical features and race (Anglo Saxon) in control of leading industries has become the greatest commercial country on the continent of North America. How has each of these factors helped to make the United States the greatest commercial country in North America and one of the greatest in the world?

This will give a general idea of the natural advantages of the United States. This should be followed by a study of the political divisions or sections.

Sections (This follows the divisions made in most geographies):

Manufacturing or New England States.

Coal and iron producing or Middle Atlantic States.

Cotton producing	{	South Atlantic,
		South Central States, or
		Southern States.

Grain and meat producing or North Central States.

Mining and Grazing—Plateau States.

Fruit raising section—Western States.

Why is each section justly entitled to terms applied?

(1) New England (Manufacturing section).

Study this section more carefully than any other as Vermont is situated in this group of states.

- (a) Glaciation—Results of, as rocky farmlands in northern New England, many waterfalls, etc.
- (b) Typical industries of each state, especially manufacturing.
- (c) Scenery—summer resorts.
- (d) Cities.

Problems.

Why are there so many waterfalls in New England?

How have the waterfalls of New England affected the life of the people of this section?

Why do the people in this section do less and less in the way of agriculture and more and more manufacturing?

Why are there so few large cities in New England?

What are the staple commodities furnished for commerce?

- (2) Middle Atlantic (coal and iron producing).
- (a) Location favorable for commerce (between Great Lakes and Atlantic).
 - (b) Excellent natural harbors and many navigable rivers, therefore enormous commerce. Erie Canal.
 - (c) Coal and iron in abundance.
 - (d) Complex manufacturing in most of states, especially of steel and iron products.
 - (e) Cities.

Problems.

Why are there so many excellent harbors in this group?

How have these natural harbors helped the states to grow?

Why do you find so many people from foreign countries coming to this group of states?

Why so many large cities here? What caused growth of each? of the largest? What goods are here furnished for the markets of other regions?

- (3) Southern States (cotton growing section).
- (a) Mild climate.
 - (b) Few factories at "fall line."
 - (c) Negro population.
 - (d) Oysters, rice, citrus fruits, cotton, sugar.
 - (e) Cities.

Problems.

Why do these states have a mild climate?

What is the "fall line?" Why few factories here?

How does the south happen to have such a large negro population?

Why does the Chesapeake furnish the bulk of the oysters used in United States?

What conditions are necessary for rice culture?

- (4) North Central States (grain and meat producing sections).
- (a) Great Lakes—lake plains.
 - (b) Navigable rivers, river traffic, canals.
 - (c) Wheat—flour milling.
 - (d) Corn, hogs.
 - (e) Cities.

Problems.

Why is this section particularly adapted to grain growing?
What is a lake plain?

How many and what excellent water routes has this group
for disposing of their products?

Which cities in this group have become great meat packing
centers?

Explain why.

Why have more imports of Northern Europe come to this
group of states than to any other?

- (5) Plateau Section (Mining, grazing).
- (a) High mountains, dry plateaus.
 - (b) Irrigation.

Areas receiving less than 20 inches of rainfall
annually use irrigation. Surface water
saved for 90% of supply.

10% of supply underground water.

15 million acres now under irrigation.

Method of irrigation.

Ditches, canals, flumes, pipes, etc.

Springs, artesian wells, deep wells, forced by
pumps and engines.

Dipping troughs and water wheels.

- (c) Few people in this region.
- (d) Mining regions.
- (e) Grazing regions.
- (f) Cities.

Problems.

How have irrigation projects costing Uncle Sam millions of
dollars proved worth while?

What products raised on irrigated lands?

(6) Pacific Section (Fruit Section).

(a) Mild climate.

(b) Rough and rugged surface.

Region of earthquakes.

(c) Natural wealth only partially discovered and used.

(d) Cities.

Problems.

Do the reasons why the southern states have a mild climate apply here? Explain.

This group of states was once considered valuable on account of the gold.

How does it happen that fruit section instead of gold section is now used to describe them?

What are some of the sources of natural wealth in this group?

Why are there so few very large cities?

Teach Alaska, Canal Zone, Porto Rico, Virgin Island as sections.

After the whole United States has been covered, find just what each section does for United States and for world in a commercial way; what products are released and by what routes they travel to their destination.

2. Canada.

(a) Compare the Southern part of Canada with Northern United States in physical features, climatic conditions, natural resources, industries and exports.

(b) Review life in northern two thirds of Canada.
Study Hudson Bay traders.

(c) Cities.

Problems upon Canada.

Why is such a large country as Canada so sparsely settled?

What productions can Canada send the United States?

What does she need in return that the United States can furnish?

What are the chief roadways by which this exchange of commodities is made?

Compare the cod fishing on the Grand Banks with salmon fishing of the lakes and streams of western Canada.

What is the Klondike region? Tell of life there?

3. Mexico.

- (a) Wealth of natural resources.
- (b) Poverty of people.
- (c) Weak government and continual strife.
- (d) Commodities for exchange.
- (e) Routes and methods of transportation and exchange.
- (f) Cities.

Problems upon Mexico.

Name some of Mexico's sources of natural wealth?

Why are people poor there?

What does the Mexican have for exchange?

Why do Mexicans say the agave gives a poor man food and drink? Is it true?

How is adobe made?

Fibers are exported from Mexico. What kind of fibers? For what used? What is a peon?

4. Central America.

- (a) Source of some of our fruit, rubber and mahogany.
- (b) Climatic conditions.
- (c) People very backward.
- (d) Not one country but several.
- (e) Cities.

Problems on region.

Why are the people so backward?

How does mahogany grow and for what do we use it?

Name other valuable woods that grow here. Before the Panama Canal was completed a canal was started to cross by Lake Nicaragua. This was finally abandoned. Why?

5. West Indies.

- (a) To whom islands belong?
- (b) Sources of their wealth?
- (c) Cities.

Problems upon islands.

What are the climatic conditions of these islands? In the past pirates had strongholds among these islands. Can you explain why?

Review work of North America by finding what products of North America come into Vermont. How? Time consumed in journey?

II. *South America.*

Compare with North America step by step as to location surface, climate, etc.

Why did South America although discovered first grow so much more slowly than North America? What does South America send to North America? to United States? to Vermont?

Are South America's natural advantages for commerce less than North America's?

1. Argentina.

- (a) Physical features.
- (b) Climate.
- (c) People—race, language.
- (d) Industries, sheep, wheat, cattle.
- (e) Cities.

Problems upon Argentina.

What factors have helped make Argentina the leading country in South America?

Compare the life of an Argentina cowboy with that of a United States cowboy.

The shoes on your feet may have been made from Argentina leather.

Trace its journey to factory and to Vermont.

2. Brazil.

- (a) Physical features.
- (b) Climate.

- (c) People—savages, Portugese, Spaniards.
- (d) Industries—coffee, rubber.
- (e) Cities.

Problems in Brazil.

Why do most of the people in Brazil live in the Southern part?

Account for the fact that Brazil has so many wild savages?

Why is so much of the rubber gathered by natives rather than by white men?

Why is Brazil able to raise most of the world's coffee crop? Tell of the industry.

3. Chile.

- (a) Physical features—peculiar shape of country.
- (b) Climate.
- (c) People, races, occupations.
- (d) Industries, nitrate industry.
- (e) Cities.

A few problems on Chile.

Why are the people of Chile called the Yankees of South America?

Why is it worth while for so many people to live in a desert region?

For what is Chilean nitrate used?

4. Colombia—Ecuador, Peru, Bolivia.

- (a) Rugged countries.
- (b) Sparsely settled, people backward.
- (c) Industries—gold, silver, tin, cocoa.
- (d) Cities.

Problems.

Why are countries so rich in natural resources inhabited by backward people?

5. Venezuela—Guianas.

- (a) Hot climate, lazy people.
- (b) Industries, sugar, coffee.
- (c) Cities.

Problems.

What advantage of position has Venezuela over the other countries of South America?

Of what use are the Guianas to their 'mother countries'?

6. Uruguay and Paraguay.
 - (a) Small size—mild climate, few people.
 - (b) Industries and cattle, Paraguay tea.
 - (c) Cities.

Problem.

Why has Uruguay progressed more rapidly than Paraguay?

Method.

In all the work of the year try to make the regions studied seem vivid to the child. The reality of the typical regions can be emphasized by the trip method. Be on the alert for people who have actually visited far away places. Many times these people may be asked to visit school to talk directly to the pupils and answer their questions.

Pictures and stories of life in the various regions will interest the pupils to further investigation. Always link each new region with the home region by such questions as—What direction from our home town are the coffee plantations of Brazil? How would one go to get there? How long a time would be required to reach the plantation, stay two weeks, and return home? What time of the year would be best for seeing the coffee berries being bagged and shipped? These are only a few of dozens of live questions that will come to mind. Each teacher should always keep in mind that pupils are more interested in the people than in physical features or climatic conditions. Therefore the wise teacher will teach physical features as affecting the lives and industries of the people and not as isolated facts. Use of maps should have become a fixed habit now and all pupils should be able to interpret maps without the aid of books or teacher. Map sketching can be done with much profit in this grade. A quick sketch to see how much the pupil has memorized as a test lesson, or a sketch made on blackboard while the pupil talks are valuable exercises.

Results.

Children should now be thoroughly familiar with geographical symbols, language and use of maps. They should be able to work out problems and think out many results for themselves. They should know the western hemisphere well, especially the United States, location of important land and water forms, countries, cities, agricultural, mining and manufacturing regions, and they should have intelligent comprehension of salient facts, character and occupations of the peoples of various regions.

The place and relations of Vermont must be clearly understood, especially its commercial position in the world's markets.

The interest and desire of pupils to read and know more of the world should constantly increase.

GEOGRAPHY. GRADE 7

Aim.

To study the continents of the eastern hemisphere with a desire to gain as complete a knowledge of them as may be feasible and to find out how those continents are related to our country and ourselves.

*Sources of problems.*I. *Europe.*

Europe ranks fifth in size but first in importance among the continents. Why?

1. Location.

- (a) As to continents.
- (b) As to oceans.
- (c) As to climatic belts.
- (d) As to United States.

Why is the location of Europe an advantage to it?

2. Size.

- (a) Compare with other continents and with U. S.

Why is the size of Europe an advantage to countries?

3. Coast line and bordering waters.

- (a) Irregular coast.
- (b) Seas, gulfs, bays, etc.
- (c) Islands.
- (d) Peninsulas.

How has the coastline of Europe helped the people to get acquainted?

4. Surface and drainage.

- (a) Mountains—Alps, Ural, Caucasus, Pyrenees—noted mountain peaks.
- (b) Lowlands—Eastern and Western Plains.
- (c) Rivers.

How have the mountains and rivers of Europe helped or hindered the people getting together?

5. Climate.

- (a) Position—latitude.
- (b) Trend of mountain ranges.
- (c) Ocean currents.
- (d) Winds—rainfall.

Pupils ought to be able to study maps and draw fairly accurate conclusions on the climate, afterwards verifying their conclusions by the text.*

6. Plant and animal life.

- (a) Little wild life.
- (b) Animals of far north.

Why so little wild life in Europe?

7. People.

- (a) Races—three great races.
- (b) Dense population—areas of.
- (c) Advanced civilization.
- (d) Immigration.

How has each race aided in Europe's rank among the nations.

8. Political divisions.

- (a) Many countries—other political divisions.
- (b) Boundary line of nearly every continental country changed frequently.

Why is Europe divided into so many small countries, the in-

habitants differing greatly in appearance, language, religion, customs, dress, etc.

9. Points of historical scenic interest.

Why do people from all over the world visit Europe?

10. Productions and industries.

(a) Natural wealth.

(b) Leading industries.

Name articles in your home which were made in Europe.

Pupils should now be ready to explain why Europe, though small, ranks first in importance among the continents. Write the publishers of your school text for a supplement containing maps and descriptions of the New Europe. Your superintendent, also the Free Public Library Commission, Montpelier, should be able to furnish you with some material. Use freely current newspapers and magazines.

Study the more important countries with care and detail, using travel, problem, project and socialized methods, to create vivid impressions and to arouse thought and interest.

The study of these countries should include consideration of following topics. Study causes and effects.

1. Location

5. People

2. Size

6. Special industries

3. Climate

7. Commerce

4. Surface

8. Seaports

9. Colonies, with brief study as to location, products, peoples, general characteristics and value.

10. Historical and political matters of interest, as time permits.

Review work on Europe and link study with our own country by finding out what we get from each land and what we send them.

II. *Asia.*

The pupils will know something of many parts of Asia through their study of Europe. They should, however, have certain definite ideas of the country as a whole. It is therefore best to get a general survey of the whole, then to work out some problem or problems.

Asia has one half of the population of the world and yet there is little known about the continent. Explain.

1. Location.

- (a) Relation to other continents.
- (b) As to oceans.
- (c) As to climatic belts.
- (d) As to United States.

How has the location of Asia helped to keep the continent from being more thoroughly explored?

2. Size.

- (a) Compare with other continents and United States.

How has the size of Asia hindered obtaining more definite knowledge of the country?

3. Coastline and bordering waters.

- (a) Character of coastline.
- (b) Seas, gulfs, bays.
- (c) Islands.
- (d) Peninsulas.

Why do most people of Asia live near the coast?

4. Surface.

The surface of Asia is too complex to study very thoroughly in this grade.

Points to emphasize.

- (a) Highlands.
- (b) Lowlands.
- (c) Deserts.
- (d) Plateaus.

How has the surface of Asia tended to keep the people near the coast?

5. Drainage.

- (a) The three great slopes, Arctic, southern, eastern.

Have the waterways led easily to the interior of continent? Explain.

6. Climate.

- (a) Latitude.
- (b) Altitude.

(c) Winds—monsoons.

How has the climate kept large tracts of the continent unoccupied?

7. Plant and animal life. Expand as time permits.

What jungle animals have you seen? How were they captured?

8. People.

(a) Three great races.

(b) Characteristics of each race.

Which race predominates in Asia?

9. Political divisions.

(a) Study China, Japan, India.

(b) Others located, products noted.

Why are China, Japan and India studied at more length than the other divisions of Asia?

10. Places of natural or historical interest.

(a) Mt. Everest, Lasca, Great Wall, Taj-Mahal, etc.

What interesting place in Asia would you like to visit and why?

11. Productive areas and industries.

(a) Products of highlands and industries.

(b) Products of lowlands and industries.

(c) Products of the deserts and industries.

(d) Product of the plateaus and industries.

What products does the United States get from Asia?

From what region in Asia do they come?

Review what you have learned of Asia by taking imaginary trips and telling what you see en route, your food, cargo, etc.

(a) Trip across Siberia on Trans-Siberian railroad.

(b) Trip to the Yangste from Shanghai.

(c) Trip up the Ganges from Calcutta.

(d) Trip across Arabia from Persian Gulf to Red Sea.

Summarize what you have learned about Asia and explain why Asia has such a large population and why the rest of the world knows so little comparatively of the continent.

After the pupils have studied Asia as a whole they can profitably spend some time studying China and Japan.

China—"Flowery Kingdom."

How can China, using primitive methods in industries, support such a dense population?

Location and size.

Compare with United States.

Surface, coast, climate.

Contrast with United States.

Desert areas.

Arid and semi-arid plains.

Fertility of soil, rivers, canals.

Value of great wall.

De-forestation of the hills.

People.

Race—description.

Habits of living.

Dress—homes—streets—food.

School—games—customs.

Characteristics of people—religion.

Industries.

Farming—terraces, houseboats.

Silk worm industry.

Manufacturing—paper—gunpowder—ivory carving, etc.

Fishing—Chinese fish culture best in world.

Mining—rich in minerals—little mined—scarcity of salt.

Products.

Tea, bamboo, silk, rice, fireworks, gunpowder, china-ware, fancy hand made articles as fans, dolls, trays, etc.

Cities.

For what are principal ones noted?

Commerce.

Means and methods of transportation.

Caravan trade.

Grand Canal.

Cart and wheelbarrow transportation.

Places of natural and historical interest.

Government.

China under various dynasties.

Change to Republic—significance.

Enumerate all the factors that tend to aid China in caring for her dense population.

Problems and questions on China.

Why are the great powers struggling for possession or control of affairs in China?

Why are the Chinese the best of laborers?

Describe an irrigated paddy field. Contrast with methods used elsewhere in the world.

What conditions have made Shanghai the greatest silk market of the world?

What have western nations learned from China?

Japan.

The Japanese have been called the Englishmen of the Pacific. In what ways is the title justly theirs?

Location and size.

In path of trade between two continents.

Number of islands. Compare with U. S. in area.

Surface and coast.

Character of surface.

Harbors.

Climate.

Great extremes.

Effects of heavy midsummer rains.

Industries.

Commerce.

Oriental means of transportation.

People and government.

Race—characteristics—education—religion—government, etc.

Cities.

Chief ones and for what noted.

Colonies.

Korea, How obtained? Value?

Manchuria, How obtained? Value?

Places of natural and historical interest.

Summarize the points of similarity between British and Japanese Empire.

Problems and questions in Japan.

Why so few animals raised in Japan?

What has the policy of the open door meant to Japan?

What is the geographic explanation of Japan's ability to become a modern nation in half a century?

III. *Africa.*

Have there ever been any real returns for the hardships endured by Henry Stanley? Do you believe Africa will ever become the home of one race that will hold as important a position among the nations of the world as France holds today? Explain.

1. Location.

- (a) In reference to United States and other continents.

Has the location of Africa helped or hindered explorers?

2. Size.

- (a) Compare with United States and other continents. What nation or nations hold territory nearly equivalent to Africa in size?

3. Coastline and bordering waters.

- (a) Regular coast—compare to South America.

- (b) Few harbors.

Has the coastline invited or repelled explorers?

4. Surface.

- (a) Africa is a plateau with a mountain rim.

How was the surface a real handicap to the early development of continent?

5. Drainage.

- (a) Four big river systems.

Nile, Niger, Congo, Zambezi.

Why have you heard more often of the Nile than the other rivers?

6. Climate.

- (a) Latitude.
- (b) Altitude.
- (c) Winds—simoons and sand storms.
- (d) Rainfall.

Has the climate been a deciding factor in the development of the continent? Explain.

7. Plant and animal life.

- (a) Distribution.

How does the plant and animal life compare with other continents?

8. People.

- (a) Original home of the negro.
- (b) Source of slave supply.
- (c) Savage tribes.

How has the negro race helped or hindered continental development?

9. Political divisions.

- (a) Early method of exploration and "grab."
- (b) Peace treaty partition of territory.

Why did early explorers not take more of Africa for their mother countries?

10. Places of natural and historical interest.

- (a) Nile—pyramids, diamond fields, etc.

Summarize by tracing Stanley's journey through Africa and enumerating the commercial products obtained from those regions. Trace the route of the proposed Cape to Cairo Railroad. Think of scenery on route, difficulties in building, probable freight cargoes, etc.

IV. *Australia.*

The idea of the continent as a whole may be gained by working through some problem and outlining steps as has been done for other continents.

Possible problems.

1. Why does England care to possess a colony so remote and difficult of defense as Australia?
2. Over ninety percent of the people of Australia live on or very near the coast. Why?
3. Reason why the most of the population of Australia seems to be on the eastern and southeastern coasts.
4. Why is Australia often referred to as "Great Britain's workshop?"
5. Why did the invention of refrigerator ships disturb the wool growers of Australia?

Before the end of the year try to get the knowledge gained from the study of the eastern hemisphere linked up with the information concerning the western hemisphere. This can be done by having the pupils list the staple products that enter the United States from each continent. Many other ways of accomplishing the same results will present themselves.

Methods.

In doing any of this work be sure to observe one very great essential in all project-problem teaching. The pupils must have themselves planned carefully the problem they wish to solve. If the pupils are not only allowed but encouraged to do this they will enter whole-heartedly into the solving of the problem. It is true that the pupils may suggest many problems and others may have been suggested in this course of study that are not worth while. It is at this point that a teacher is needed to cast the deciding vote to see that the best line of work is pursued.

Results.

At the end of this year's work the children should have a good general knowledge of the whole world. They should be able to locate accurately and quickly all the important land and water forms and tell something of each. It is absolutely useless to fill their minds with names which are names only. They should be able to locate some of the largest cities in the world, tell why they were built, where they are, why they grew, something of their industries. They should know in a general way what the leading

exports of each country are, where they were sent from, what the countries need to import. As far as possible tie each country to our own and thus show the children the great inter-dependence of the nations.

GEOGRAPHY. GRADE 8

The scope of geographical study has so broadened of late, and its importance has so increased, that it should be continued in the eighth grade for the equivalent of a half year course—or three periods per week throughout the year if time permits.

The plan of the work should be a general study of the earth as the home of man, to constitute *an industrial—commercial—social course*.

These three phases of men's activities and relations are so inter-related and inseparable that they should be considered together in dealing with any particular problem. Thus, climatic conditions make orange growing profitable in southern California. Many conditions surround this *industry*. Transportation, freight rates, middlemen, fruit venders, hotels, home consumption are all vital factors connected with the *commercial* phases of the country-wide market for oranges. The market price, wage scales, profits, etc., all have important *social* effects.

Even more important are these three phases of greater industries, involving both domestic and foreign trade. Such are studies of wheat, corn, beef, pork, hides, wool, cotton, silk, coffee, tea, quarrying, building lumber, hard woods, coal, copper and iron mining, steel industry, rubber, ship-building, automobiles, rice, chemicals, linen, shoes, paper, oil, furs, art products, etc. These things affect the prosperity and life of peoples deeply and in many ways. Immigration, travel, progress, decadence, wars, politics, government, etc., are involved.

The teacher's task will be one of selection of most vital subjects and most practical treatment. She will see that the course is systematic, well-ordered and rich in content.

The method of treatment should be so different from previous methods used as to make the subject (1) not only seem, but really be, new; (2) develop independence of study, thought,

and judgment; (3) produce broader appreciation and culture; (4) be of vocational value, opening eyes of pupils to opportunities for desirable life work.

For material, use several good texts, special geographical, industrial and commercial readers, magazines, articles, collections. Encourage individual projects and original investigation and thinking.

Give special prominence to a study of the industries and internal trade of the United States, and to its commerce with principal other nations of the world.

Geography in this grade frankly relates itself to political economy, hence the teacher should freely introduce and explain economic factors entering into a given topic—division of labor, supply and demand, co-operation, competition, racial traits, natural resources, etc.

A valuable sort of work for this *and also preceding* grades is the making of topical note books, special illustrated studies and charts, collections of products or manufactures, construction of physical maps and geographic models.

A few illustrative topics follow, and will show the general nature of the work to be followed. Some good book or group of books should be selected and used as a basis of the detailed course.

A. In what ways has man caused the entire world to contribute to his needs? (May be expanded into three large problems, each of which may again be expanded; (1) Man's needs (physical, social, spiritual). (2) Sources of supply and production of materials to meet these needs (natural; changed by man's inventions). (3) Distribution and exchange of these products (industrial, and art centers; transportation routes—land routes, inland water-ways, ocean transportation).

B. What place in the development of North America do steam and electricity take? (Or, narrowed, show the value of railroads to the development of the United States. Or, to Vermont).

C. Show how the Appalachian highlands have affected trade.

D. What has been the value of water to man in his pro-

gress? (The body's need, the soil's need, and trade's need of water.)

E. What influences operated in the economic development of—? (Any area desired).

F. How does Vermont rank among all of the states in the United States? (Solution should lead to comparisons of Vermont with other states in size, population, wealth, educational ideals, industrial progress, social service, and a final judgment on whether she is living up to her ability).

G. The value to commerce of the facts of the earth's shape and rotation. (Compare the circulation of air on a stationary earth with the wind movements on a rotating earth.)

H. What has caused New York (or, any large city desired, with consistent questions) to outstrip other Atlantic seaports as a commercial center?

I. Effect of "The Great War" on present and on future industry and commerce.

J. Comparison of the cost of living in this decade with cost in other decades.

K. Why do the great railroads of North America have their main lines running east and west?

X. HISTORY AND CIVICS

GENERAL PLAN

The outline is planned with consideration for the different ages, interests and abilities of children, and with due recognition of available time in different grades. Indications are also given of the amount of time and emphasis to be assigned to different parts of the subject according to their relative importance in a well-balanced conception of American History and related international events and factors.

It is essential, for example, that more time and effort be devoted to recent history (since 1870) than has hitherto been afforded, because of the immense significance of the history of the last half century. This will mean less time for history preceding 1783, for periods of minor importance, and for details of wars, battles and campaigns.

The general allotment of time, therefore, should not be greatly varied unless by *earlier mastery of assigned topics*, and even in this respect not to any marked extent. It would be preferable instead, to enrich the outline, if time permits, by more thorough and detailed treatment.

The outline contemplates no formal requirements for the first three years, but rather the use of historical events and persons to awaken interest, to inspire children by lessons of noble lives and deeds, and to arouse love and loyalty for America.

In the fourth, fifth, and sixth grades, United States History is covered entire, selecting such events, periods, and movements as are of most significance, and grouping them around the lives of great men and women whose services have contributed to our country's growth and welfare. Inspiration to true American patriotism must be constantly developed by this treatment for boys and girls who are in these years more or less hero-worshippers.

Our earlier history should be emphasized and stressed in these years because of its special interest and appeal to young

children, and in order to make its later intensive study less imperative.

A parallel course of reading in Old World history is outlined which should be given without fail, to enrich and broaden children's historical knowledge and appreciation, to further develop good citizenship and increase the value of the necessarily brief subsequent outline indicated for European Beginnings (Grade Seven).

The outline for these grades might be characterized as one of "High Spots in American History." Salient features should be as vividly presented as possible and be thoroughly well visualized and learned.

The course for grades seven and eight comprises a brief introduction (European Beginnings)—which may be begun in the latter part of the sixth grade if the progress of the class warrants it—followed by an intensive course in American history, intended to impart to pupils an intimate knowledge and keen appreciation of the great principles, factors and movements that have characterized the development of the country, and also to develop citizens of intelligence and high ideals.

More specific directions are given in connection with each division of the subject.

GRADES I-III

History work in these grades is rather a part of the general school work, reading, composition, seat work, sand tables dramatization, special days, etc., than the pursuit of an organized subject; it is the use of appropriate historical and social facts and conditions as a means for development of children into well-disposed Americans rather than the development of the subject.

The work should include: (1) historic studies of the life of children of different countries—Indians, Esquimos, colonial times, Japanese, Chinese, Arabs, Grecians, Dutch, Swiss, etc., to create an appreciation of the social life of different times and nations.

(2) Use and study of important and appropriate historic events, such as can be adapted to and appreciated by little

children. Events in the lives of the Pilgrims, Philadelphia Quakers, and other settlers and explorers; the first steamboat, railroad, telegraph, etc.; incidents connected with inventions, and the like are suggestive.

(3) Reading, discussion and dramatization when feasible of important and typical events in the lives of well-known men and women, selecting particularly events connected with their childhood and those of special interest to children. Such are—boyhood of Franklin, Washington, Lincoln, etc., incidents such as Pocahontas and John Smith, Hannah Dustin's capture and escape, enlisting for Uncle Sam in the World War, etc.

(4) Use of national holidays, patriotic songs and selections, special exercises, flag salutes and drills for teaching history and patriotism.

One great object is to create an intense interest in history and a deep love and devotion for our country.

GRADES I AND II

The Home.—Have the children converse about home and family life. Bring out the underlying motive of love that guide the home, the duties that each must have, the need for control, order and courtesy. Bring out the family pleasures, the activities in the home, and the material needs of the home such as food, clothing, and shelter. Lead to the people—the farmer, grocer, baker, milkman, etc., who supply the everyday needs. Lead to the life of the school (a larger family). Make school as homelike as possible. Teach the children the property rights of others.

Indians.—Describe their homelife, babyhood and boyhood. Compare our modern homes with primitive dwellings of the Indians. Tell the story of Hiawatha. Have children reproduce by drawings, paper cutting, on the sand table, and by oral reproduction.

Holidays.—Thanksgiving, easy stories of the coming of the Pilgrims their hardships, during the first year, and the first Thanksgiving. Pictures, drawings, the sand table, pumpkins, apples and other objects can be used to advantage. Christmas

the first Christmas, shepherds, the wise men, meaning of gifts, Santa Claus, reindeer and sleigh bells, etc.

Eskimos—Manner of life, houses, dogs and reindeer. Lead the class to see something of the effect of climate on manners and customs.

Things for the Children to do or Make in Keeping with Above Outlines.

1. Cut the paper dolls to represent the family, make a booklet illustrating mother's work, children's games, pets, playthings, make a booklet showing the story of bread.

2. Make Hiawatha's home on a sand table, a booklet of cuttings, drawings, etc., of the story of Hiawatha, include wigwams, Indian villages, canoes, and animals mentioned.

3. Decorate the school room for Thanksgiving, and have a Thanksgiving feast. Let each child bring something appropriate for the feast. Make Christmas presents for mother, sister, or playmates. Make booklet from pictures illustrating the stories of Christmas.

4. Make Eskimo home on sand table, model in clay the Eskimo boy and dogs.

Edison Biography—Edison's birthday—his boyhood, his achievements. *Lincoln's birthday*—stories of his boyhood, his honesty and bravery. *Washington's birthday*—the father of his country, general, first president. Tell the story of the origin of the flag. Get the children to dramatize many of them.

Joseph—His childhood, his slavery in Egypt, his noble character, his election as ruler over Egypt, and how he treated his brethren. Emphasize the value of returning good for evil.

Moses—Finding the infant in the bulrushes, his mother and foster-mother and how he was trained. Show how he grew to be a leader of his people, and tell of the dramatic features of his life.

Columbus—Home life, training and characteristics as a boy. Use only the striking incidents. Tell of his appeals to Queen Isabella for aid in making his voyage, of the dangers and hardships of the voyage, the three ships, and the strange people found in the new world.

Lincoln—Stories illustrating his kindly nature. The freeing of the negro slaves. The martyred president.

Washington—His young manhood, his rules of conduct, a surveyor (his knowledge of the country and of the Indians). Washington as a soldier, as a general. Our flag—teach its symbolism, and tell stories of the flag.

Holland and Its People—The peculiar fitness of the country for cattle raising. Study the cow and cow products, milk, butter, cheese, beef, hair, skin, horns and bones. Teach Stevenson's "Friendly Cow," Jane Taylor's "The Cow."

Beginning of Industry—Study the life, inventions and industries of cavemen, cliff dwellers, Pueblos, and other Indians. Story of Robinson Crusoe.

David and Saul—In developing the story make prominent the idea of friendship between David and Jonathan, also the beauty, love, and power of perfect sympathy. Show that David's nobility of character was the force that conquered evil and lifted him to a kingdom.

GRADE III

Work on topics and subjects similar to those of Grades I and II.

Teach incidents connected with local and state history—early settlers—conflicting claims of New Hampshire and New York—stories about Seth Warner, Ira and Ethan Allen, and other Vermonters—historic tales about Lake Champlain, the Connecticut, Windsor, Bennington, etc., farming, making maple sugar, saw mills, etc. (See outline on Vermont for this work).

Early Life of the Colonists. Homes—How the timber was secured, split and hauled, and modern home building. Modes of travel—the first roads, how constructed, difficulties of travel, modern road building, the first railroad, modern modes of travel. Foods—the curing of meats, the old smoke house, syrup, visit a sugar house, gristmill, the old water mill, how flour and meal were ground, cooking, the fireplace, cranes, etc. Develop to the modern methods in supplying foods, etc. Clothing—how home-

spun was made, secure set of carders, spinning wheel, etc. The modern way of making cloth, making soap, etc. Early community entertainments, "Quilting Bees," "Corn Shucking," "Log-Rollings," "Rail Splittings," "House Raisings," etc.

The United States.

a. Early discoveries and explorers. Lief the Lucky, Columbus, Magellan, Drake, Champlain, LaSalle, etc.

b. Colonization. Plymouth and Standish, Boston and Winthrop, Providence and Roger Williams, Philadelphia and Penn, Jamestown and Smith, New York and Minuit, etc.

c. Incidents connected with French and Indian War, Revolution, Civil War, Spanish War and Great World War.

d. Invention of steam boat, railroad, cotton gin, telegraph, telephone, sewing machine, automobiles, aeroplane, reapers, etc.

e. Discovery of coal, oil, gold; great industries, development of traffic, agriculture, schools, etc.

f. Teach patriotism through special days and events, and by service in care of school, grounds, town, etc.

Note:—It must be remembered that these topics are suggestive of nature of reading, conversational, objective or dramatic work, not of arbitrary requirements for mastery. The teacher may choose more, less, or different topics, but causes, effects and relations should be made clear—the historical treatment be preserved. The result should be a fruitful background for later history.

Suggested books and source material (Chiefly for teachers).

"Indian Primer," Fox.

"Legends of Red Children," Pratt.

"Pilgrim Stories," Humphrey.

"Eskimo Stories," Smith.

"Early Cave Men," Dopp.

"Story of Red Children," Brooks.

"Colonial Children," Hart.

"Big People and Little People of Other Lands," Shaw.

"How We are Fed, How We are Clothed, How We are Sheltered, How We Travel," Chamberlain

"America's Story for America's Children," Pratt.

"Story of the Thirteen Colonies," Guerber.

"Colonial Days," Welch.

"Stories of Great Americans for Little Americans,"
Eggleston.

Also books indicated for later grades will furnish much valuable material.

GRADE IV

The outline for this grade comprises two parts:—

PART I. *A course in historical reading from the beginning of the year until about April 1st.*

While the assigned readings are not to be memorized or mastered as is the case with later work, they should be read with care, discussed, reviewed, and used as material for oral and written composition. The history reading period, in other words, should be regarded as both a recitation and study period. An effort should be made to make scenes and events vivid and realistic, and methods suggested for lower grades may well be employed and adapted to this grade.

Material for this part of the work should cover as much as possible of the following:

1. Cave dwellers and the stone age.
2. Stories of ancient Israelites, Assyrians, Babylonians and Egyptians.
3. Grecian myths and legends.
4. Stories of Greek and Roman History.
5. Norse legends and stories.
6. Stories of Gauls and German tribes.
7. Stories of early English history.
8. Stories of feudalism and mediaeval times.
9. Trade, industries and ocean traffic preceding Columbus.
10. Easy historical readers dealing with American History.

The object of this reading and discussion is to acquaint the pupils as much as possible with peoples of other times and countries, to broaden their interests and sympathies, to form a historical background and to create an eager desire to know more of history.

The work should above all be *interesting and vivid*. Adventures and personal incidents should be emphasized. Men's and nations' actions should be discussed. The relation of events or conditions can be brought out by answering the children's natural questions "Why did this happen?" "What happened next?" and by putting to them questions that arouse thought, such as, "What do you think of that?" "What would *you* have done?" "What effect do you suppose that event had?" and the like.

Material for this work will be found in historical and descriptive readers such as the following:—

BOOKS FOR PUPILS

- Seven Little Sisters, *Andrews*, Ginn & Company.
 Ten Boys on the Road from Long Ago, *Andrews*, Ginn & Company.
 Old Stories of the East, American Book Company.
 Fifty Famous Stories Retold, *Baldwin*, American Book Co.
 Blaisdell's Stories from English History, Ginn & Company.
 Greek Gods, Heroes and Men, Scott, Foresman & Company.
 King Arthur, Rand, McNally Company.
 Early Cave Men, *Dopp*, Rand, McNally Company.
 Famous Men of the Middle Ages, *Haaran and Poland*.
 Roman Life in the Days of Cicero, *Church*.
 American Hero Stories, *Tappan*, Houghton, Mifflin & Co.
 (See also list for lower grades).

BOOKS FOR TEACHERS

- Histories dealing with various periods mentioned.
 The Bible.
 The Odyssey, *Palmer*.
 Tanglewood Tales, *Hawthorne*.
 Story of the Iliad, *Church*.
 Lays of Ancient Rome, *Macaulay*.
 Norse Stories, *Mabie*.
 Idylls of the King, *Tennyson*.
 Ivanhoe, *Scott*.

Short History of the English People, *Green*.

(Time allotment for this work, 60 to 80 minutes per week in two or three periods.)

PART II. *A course in regular history instruction, beginning about April first, composed of reading, assigned lessons, study and recitations.*

This comprises the period in American history up to the beginning of permanent settlements. Certain required topics are indicated, also other optional topics, which should be taken, if time and the ability of the class permits. Their development should be similar to that given for required topics.

Method of Treatment.

The method of treatment is biographical and so continues through grades V and VI. The character chosen is the center of a movement or group of historical facts that should be fully developed and associated with the person named. Do not hesitate to develop the topic in a broad and comprehensive manner.

Temporal and causal connections between topics indicated should be made clear so that the pupils will get a good idea of the historical progress and development involved. The secret of success is to fix prominent persons and facts in their historical settings.

The following devices should be used constantly:—

1. Careful reading and discussion.
2. Study from topical outlines placed on the board.
3. Oral and written recitations and class discussions (socialized recitations).
4. Map drawing, showing routes of travel and discovery, location of settlements, colonies of different nations (outlined and colored), location of battles and campaigns, etc. For this purpose, printed or accurate hektograph outline maps are preferable to children's free hand maps.
5. Construction—models of Viking ships, canoes, wigwams, log-cabins, stockades, pioneer furniture, old costumes, etc., are excellent aids.
6. Use of pictures and old relics—guns, tools, costumes, etc.

7. Illustrated compositions, using both magazine and other pictures and children's drawings.

8. Dramatization. Many historic scenes and events can be excellently developed in this way to make history vivid and real.

Note—The teacher must be careful to see that devices are such as to teach more forcefully, economically and effectively, and not such as to distract or divert attention and effort.

(Beginning about April 1st)

PERIOD OF DISCOVERY AND EXPLORATION

1. *Lief the Lucky.*

The Norsemen; their homes, methods of seafaring, settlements in Iceland and Greenland; Lief the Lucky discovers Vineland.

2. *Marco Polo.*

Early life; home—Venice; travels with his father and uncle; years spent in service of Kublai Khan; return to Venice and year spent in prison; his book of travels, its value to the world, and as an incentive to explorers.

(For methods, map work, etc., see directions above.)

3. *Columbus, 1492.*

(a) Conditions in Europe; beliefs concerning the geography of the world; compass and its uses; maps and stories of the sailors; Marco Polo's book; Genoa's trade route to the East and how it was closed.

(b) Columbus: boyhood at Genoa; life on the sea as a youth; his plan to find a new route to India by sailing West.

(c) His difficulties: seeking aid from Genoa, Venice and Portugal; help secured from Isabella of Spain.

(d) His first voyage and discovery of the New World; his later voyages and life; results of discoveries.

Optional additional topic, Amerigo Vespucci.

(Additional topics are included which may be studied if time permits.)

His voyages to the New World; his letters about his voyages; how the New World came to be called America.

4. *Ferdinand De Soto.*

Expedition across southern United States; purpose, equipment and route followed; discovery of the Mississippi; De Soto's death; reasons for his failure.

Optional: Stories of other Spanish explorers,—Magellan, Balboa, Cortez, Ponce de Leon.

Optional: The Cabots.

John Cabot, an Italian, in the service of England; influenced by Columbus' voyages; what the Cabots discovered; results.

5. *Sir Francis Drake.*

As a boy apprenticed on his uncle's ship; plundering Spanish ships; voyage around the world; aided by Queen Elizabeth; later knighted; defeat of the Spanish Armada.

6. *Sir Walter Raleigh.*

(a) England in time of Queen Elizabeth: court life, idle poor people in England, rivalry with Spain.

(b) Raleigh: favorite of the Queen; first attempt to plant colony; second attempt; colony abandoned.

(c) Results: tobacco and potatoes introduced into England; other people influenced to colonize.

7. *Henry Hudson.*

Dutch East India Company seeks a short route to Asia; Hudson, a noted English sea-captain hired; discovery of the Hudson river; experiences of Hudson with the Indians; later discovery of Hudson Bay; fate of Hudson.

8. *Samuel de Champlain.*

Champlain—soldier and sailor; first voyage, reasons for coming; second voyage; founding of Quebec, relations with the Indians; discovery of Lake Champlain; fur trade established.

BOOKS FOR PUPILS

Story of Troy, American Book Co.

Homeric Stories, American Book Co.

Greek Gods, Heroes and Men, Scott, Foresman & Co.

Ten Boys On the Road from Long Ago, Ginn & Co.

Story of Middle Ages, Scott, Foresman & Co.

America First, *Evans*, Milton Bradley Co.

American Hero Stories, *Tappan*, Houghton, Mifflin Co.

The Story of Liberty, *Baldwin*, American Book Co.

*Builders of Our Country, Vol. I, *Southworth*, Appleton & Co.

*Explorers and Founders of America, *Foote & Skinner*, Amer. Bk. Co.

**Recommended as basal textbooks.*

(Note:—See also books listed for Grade 5).

GRADE FIVE

Review the period of discovery and exploration following the outline given for Grade Four, including optional topics. Devote three weeks only to this review.

PERIOD OF COLONIZATION

1. *Virginia Life.*

Captain John Smith: early life of adventure; sent by London Company; reason for coming; Jamestown 1607; relations with the Indians; Pocahontas; life and sufferings of the colonists.

2. *New England Life.*

Miles Standish and the Pilgrims: why called Pilgrims; reasons for leaving England; voyage of the Mayflower and written agreement in the cabin; landing at Plymouth; fighting cold, hunger and sickness; dealings with the Indians; life and character of Pilgrims.

Governor Winthrop and the Puritans: why the Puritans came to New England; The Massachusetts charter; character and work of John Winthrop; life and customs among the Puritans in early colonial days.

Optional: Work of John Eliot among the Indians.

Roger Williams: beliefs different from other Puritans; religious freedom, rights of Indians, right to vote; exiled

from Massachusetts; settlement at Providence, Rhode Island.

King Philip and trouble with the New England settlers: why Philip went to war; manner of fighting and incidents in the war; strife with Indians extended throughout New England; results.

3. *Dutch, Quaker and other settlers.*

Peter Minuit: purchase of Manhattan Island; fur trade; coming of the Patroons.

Peter Stuyvesant: character and nicknames; troubles of the colony; surrender to the English; manners, customs and industries.

William Penn, the Quaker: beliefs of the Quakers and how they were treated; Penn's colony; meaning of Pennsylvania; relations with the Indians, the treaty; customs, manners and industries of the Quakers.

Oglethorpe and settlement of Georgia: condition of the debtors in England; Oglethorpe's interest and plan; settlement at Savannah; manners, customs and industries of Southern settlers.

Optional: Lord Baltimore: why Lord Baltimore wanted land in the New World; settlement of Maryland; kindness to Indians, religious freedom; troubles with Claybourne.

STRUGGLE OF FRENCH AND ENGLISH FOR AMERICA

1. *French Explorers of the Mississippi.*

Joilet and Marquette, missionaries of France; their voyage down the "Father of Waters."

La Salle: purpose of expedition; route; claiming the land for France.

2. *Montcalm, the French General.*

Why he was sent to America; land claimed by the French; forts built; Montcalm drives back English; Fort William Henry; Ticonderoga; how Montcalm faced the English General Wolfe; death of Montcalm.

3. *Wolfe and the Capture of Quebec.*

Wolfe's personal appearance and character; difficulties at Quebec; his victory and death; results of war.

4. *Sir William Johnson, the friend of the Indians.*

Early life in Ireland; why he came to America; managing his uncle's estate on the Mohawk; becomes large landholder; his relations with the Indians; becomes an Indian chief; Molly Brant; services to the English; retains friendship of Iroquois; his part in French and Indian war.

THE PERIOD OF THE REVOLUTION

1. *Before the Revolution.*

Patrick Henry and the Stamp Act: Why King George of England wanted money from the Americans; how he attempted to get it; the Stamp Act; Patrick Henry's opposition to it, his speech in St. John's Church; Virginia's resistance.

Samuel Adams and Boston Tea Party:

His boyhood; opposition to tax law; Boston Massacre; Boston Tea Party, port bill and result; First Continental Congress; Lexington and Concord.

2. *The Revolution.*

George Washington.

(a) Boyhood at his plantation home; the young surveyor at Mt. Vernon; life in colonial Virginia; his share in the French and Indian War; influence in colonial congresses.

(b) Commander-in-chief of the army; work at Boston, retreat across New Jersey and Battle of Trenton, Valley Forge, Yorktown.

(c) The Father of his Country; why he won the confidence of the people; establishment of national government; president of the new nation; his death.

Benjamin Franklin.

(a) Early life, work and play; apprenticeship; fondness for reading; reason for leaving home; journey to Philadelphia and its results; a stranger in London; "Poor Richard's Almanac" and its influence.

- (b) Public services: Franklin stove; first fire department; experiments in electricity; "Albany Plan of Union;" aid in the Revolution; Continental Congress; Declaration of Independence; gains help from France; treaty with England; the Constitutional Convention.

3. *Revolutionary Heroes.*

Philip Schuyler and Saratoga: Threefold plan of the English; Burgoyne takes possession of Ticonderoga; Colonel John Stark defeats English at Bennington; battle of Oriskany; surrender at Saratoga; kindness of Schuyler to prisoners.

Nathaniel Greene: Character and early career as a soldier; Greene in the South; methods and success.

Optional: Nathan Hale: his services and character.

Ethan Allen: characteristics: leader of Green Mountain Boys; trouble with New York, aided by Seth Warner, he takes Ticonderoga; taken prisoner and sent to England; returns to America and dies at Burlington.

John Paul Jones, hero of the navy; sea life as a youth; enters naval service of colonies; capture of many English vessels; The Bon Homme Richard and Serapis.

Lafayette: Early life in France; interest aroused in American struggle; entered the American army; secured funds from France; forty years as statesman and soldier in the service of France; visit to United States in 1824-1825; America's response in 1917.

4. *After the Revolution.*

Alexander Hamilton: Birthplace and early life; school days in New York; interest in American cause; his part in the Revolution; as a statesman; aided in adoption of the Constitution, established the credit of the new nation; duel between Hamilton and Aaron Burr.

Thomas Jefferson: Character and training of Jefferson; friendship of Patrick Henry; home life at Monticello; writing the Declaration of Independence; its adoption and historical significance; public services in Virginia; President of United States; purchase of Louisiana; first

step in territorial expansion; Lewis and Clark expedition.

Map work—Compare size of our territory before and after purchase of Louisiana.

SUPPLEMENTARY COURSE

The teacher should plan for a supplementary history reading course, to run through the year, covering outstanding features of European and English history. Much of our history is closely linked up with European nations, and cannot be clearly understood unless these relations and connections are brought out.

In general the method of treating this work should be to deal with European events associated with or suggested by the topics being taught in the United States history outline. If the reading course fails to furnish needed instruction, the teacher should give appropriate narrative.

Desirable books are listed under bibliography for this grade, also under Grades IV and VII.

BOOKS FOR PUPILS

- Four Great Americans, *Baldwin*, American Book Co.
- Colonial Children, *Hart*, Macmillan Co.
- Children's Stories of Great Scientists, *Wright*, Scribners.
- Heroes Every Child Should Know, *Mabie*, Doubleday, Page & Co.
- Hero Tales from American History, Blaisdell & Ball.
- The Early Colonies, *Pratt*.
- Stories of Pioneer Life, *Bass*.
- American Leaders, *Gordy*, Scribners.
- American Explorers, *Gordy*, Scribners.
- Days and Deeds a Hundred Years Ago, Stone & Fickett.
- The Story of England, Scott, Foresman Co.
- Our European Ancestors, *Tappan*.
- The Story of the Middle Ages, Scott, Foresman Co.
- Little American History Plays for Little Americans, *Benj. H*

Sanborn Co.

*Builders of Our Country, Vol. I & II, *Southworth*.

*Makers and Defenders of America, American Book Co.

*Explorers and Founders of America, American Book Co.

**Recommended as basal textbooks.*

SIXTH GRADE

THE NEW NATION

1. *Daniel Boone and the West.*

His boyhood; education and training; early manhood; personal appearance, character, trip into Kentucky; settlement at Boonesborough; manners and customs in Kentucky.

2. *George Rogers Clark and the Northwest.*

Surveyor and scout; expeditions against the British; Kaskaskia, Vincennes, hardships of the men in the "drowned lands;" victory and what it meant to the United States.

3. *Perry and MacDonough—Heroes of 1812.*

Oliver Hogard Perry: school life and early cruises; why Perry built an American fleet; battle on Lake Erie and its results.

MacDonough: characteristics and training; Champlain valley invaded; army and fleet; how the Champlain fleet was built; MacDonough skilfully defeats English; results.

4. *Andrew Jackson.*

(a) Boyhood: characteristics, poverty, education, experiences with the British; prisoner, wounds.

(b) Lawyer and fighter: life in Tennessee; trouble with the Indians, New Orleans; purchase of Florida.

(c) President: introduces spoils system; belief in preserving the Union. (Compare territory of United States before and after purchase of Florida).

5. *Henry Clay, the Peacemaker.*

Early training; a lawyer in Lexington; the young Congressman; War of 1812 and his share in it; the Cumberland road; beginnings of slavery; Clay's compromises.

6. *Daniel Webster, Defender of the Union.*

New England ancestry; his home life; college days; law student; public life: in congress; Webster-Hayne debate; personal appearance and rank as an orator; attitude toward "Fugitive Slave Law;" loss of friends; death; influence on political life of United States.

Optional: Harriet Beecher Stowe.

"Uncle Tom's Cabin"—Slavery.

7. *Eli Whitney and Elias Howe.*

Whitney and the cotton gin: ingenuity as a boy; education, need for a labor-saving device in the cotton industry; Whitney's invention; its importance.

Howe and the first sewing machine: his early poverty; what made him invent the sewing machine; final triumph; his encouragement to young inventors.

8. *Internal Improvements.*

Robert Fulton: the first steamboat: early modes of travel; boyish talent; early inventions; encouragement given him while in Europe; "The Clermont;" later boats.

De Witt Clinton: old route from west to the Atlantic; time and money expended; Clinton's plan; completion of the Erie Canal; benefits of the canal.

George Stephenson: boyhood spent in the mines; the first railroad in England; early railroads in America; travel by rail today.

Cyrus McCormick: early methods of cutting grain; McCormick's invention; a modern reaper; benefits.

Optional Topics: Fremont and Carson, Pike, Sam Houston, David Crockett, Taylor, in connection with westward expansion.

THE CRITICAL PERIOD

1. *Abraham Lincoln.*

(a) The boy; birthplace; his parents; his homes; his

education; influence of his stepmother on his career; removal to Illinois, reasons.

- (b) Life in Illinois: appearance and characteristics of Lincoln; his trips to New Orleans and impressions of the slave trade; his studies and occupations; how he fitted himself for public service.
- (c) Lawyer and politician: legislative career; kindness to poor clients; professional and home life at Springfield; the slave question; Lincoln's attitude; Lincoln-Douglas debates; their results.
- (d) President Lincoln and the Civil War: why the North and South failed to understand each other; The Confederate States of America; Fort Sumter and Civil War; Bull Run; Monitor and Merrimac; Antietam and Emancipation Proclamation; Gettysburg; Vicksburg; death of Lincoln.

2. *Ulysses S. Grant.*

- (a) Younger days; in the Mexican War; farmer and business man.
- (b) The silent general: Fort Henry and Fort Donelson; "Unconditional and immediate surrender;" Shiloh, Vicksburg; campaigns in the East; surrender at Appomattox; kindness to the conquered.
- (c) Later life: as President; as a private citizen; his greatest fight; the Memoirs; funeral and tomb.

3. *Robert E. Lee.*

- (a) Birth and education; West Point; Mexican War; Arlington, home of Lee.
- (b) Services in the Civil War: why he joined the South; defending Richmond; Seven Days Battle; Manassas and defeat of Pope; Fredericksburg and the defeat of Burnside; Chancellorsville; final struggle with Grant.
- (c) College president.

4. *Admiral Farragut.*

- (a) As a midshipman under Captain Porter; officer in the navy; building a navy yard; battle of New Orleans; Mobile Bay; his character.

(b) Other famous naval officers in the Civil War: Worden, Winslow, Cushing.

5. *Clara Barton and Red Cross Society.*

Sanitary Commission; Clara Barton, Dorothy Dix, Mary Livermore; Clara Barton's work in the Civil War; the Red Cross; formation of American Association of the Red Cross, its purpose; later services of Miss Barton in Johnstown flood, Cuban War, Spanish-American war.

INVENTIONS AND DEVELOPMENT

1. *Samuel B. F. Morse.*

School life; as an artist; interest in electricity; methods of signalling; twelve years experimenting; disappointments; help from friends and Congress; the telegraph line.

Morse's successors: Cyrus Field and the Atlantic cable; Bell and the telephone; Marconi and wireless telegraphy.

2. *Thomas Edison.*

Early forms of lighting; Edison, the newsboy and telegraph operator; the great inventor; phonograph, kinetoscope, the incandescent lamp; his appearance and characteristics.

3. *Development of Pacific Coast.*

Purchase of Alaska; discovery of gold in California, its settlement; Union Pacific railroad completed; Whitman and the first settlers in Oregon; agricultural development of the Pacific States.

RECENT HISTORY—UNITED STATES, A WORLD POWER

1. *Admiral Dewey, "Hero of Manila."*

Spanish oppression in Cuba; destruction of the "Maine" and declaration of war; Battle of Manila; Santiago victory; results.

2. *Theodore Roosevelt.*

(a) As a youth; parentage; early education; poor health and how he overcame it; the young naturalist;

his "Roosevelt Museum of Natural History" (age 10 years); his collections; college days at Harvard; Western ranch life.

- (b) Public services to New York State; member of legislature, Governor, reforms; Colonel Roosevelt and his Rough Riders in Spanish War; his writings on American history, biography and outdoor life.
- (c) President Roosevelt: characteristics; Panama Canal completed; his reforms; aid in bringing peace to Japan and Russia; how he strengthened America as an international power.

3. *Andrew Carnegie.*

Birthplace in Scotland; removal to America; boyhood of hard work; service in war time; iron and steel bridges; encouraged sleeping cars; great steel industry; generous gifts for public good—libraries, hospitals, parks, churches, etc.

4. *Woodrow Wilson and the World War.*

- (a) Birthplace and parentage; his training; private schools, Princeton; interest in politics and government; as an educator; Governor of New Jersey.
- (b) President Wilson: how the European war started; what Germany wanted; line-up of the nations; battle areas—Switzerland to the Sea, Italian-Austrian front, German-Russian front, Dardanelles; America's neutrality; why United States entered the World War; Wilson's part in the Peace Conference at Paris.

5. *Herbert C. Hoover.*

- (a) Birthplace; early life on the western farms; how he earned his way through Leland Stanford University; his organizing ability at college—"let Hoover manage;" as a mining engineer; Australia, China, his part in Boxer Rebellion.
- (b) The Organizer: Chairman of American Relief Committee—his work for starving Europe; Food Administrator in United States during the war; how food conservation helped win the war.

6. *General Pershing.*

- (a) His training: West Point; subduing the Moros in the Philippines; in Manchurian Campaign against Russia; expedition against Villa; home tragedy.
- (b) Commander of American Expeditionary Force: how our army was raised and trained; supplies and ammunition; Liberty Bonds and War Saving Stamps; aeroplanes—the “Eyes of the Army;”
- (c) Work of voluntary organizations: Red Cross, Junior Red Cross, United War Workers.
- (d) The army in France: visit to the tomb of Lafayette; Chateau-Thierry, St. Mihiel, Verdun, Argonne, Metz, surrender and the armistice, (November 11, 1918); victory of the Allies and results.
- (e) Recognition of his services by United States, France, Italy, Great Britain, Belgium, Japan, Rumania.
- (f) *Admiral Sims* and the war on the seas: transportation of army and supplies; submarine warfare and German frightfulness; work of American and English navies; mining the North Sea; bottling up Germany.
- (g) Leaders in the Great War: General Joffre, General Foch, General Haig, General French, Admiral Jellicoe, etc.

BOOKS FOR PUPILS

Men Who Have Made the Nation, *Sparks*.
Abraham Lincoln for Boys and Girls, *Moore*.
True Story of Abraham Lincoln, *Brooks*.
Boy's Life of Abraham Lincoln, *Nicolay*.
Heroes of Today, *Parkman*, Century Co. (Herbert Hoover).
Hero Tales of American History, *Roosevelt and Lodge*.
Founders of Our Country, *Coe*, American Book Co.
Hero Stories from American History, *Blaisdell & Ball*.
Pioneers of the Mississippi Valley, *McMurry*.
Home Life in Colonial Days, *Earle*.
American Inventions and Inventors, *Mowry*.

Green Mountain Boys, *Thompson*.

Short School History of the Great War, *McKinley, Coulomb, Gerson*, American Book Co.

*Builders of Our Country, Vol. II, *Southworth*.

*Makers & Defenders of Our Country, American Book Co.

**Recommended as basal textbooks.*

BOOKS FOR TEACHERS

Struggle for a Continent, *Parkman*.

Modern European History, *Hazen*.

History of United States, *Muzzey*.

Consult any standard American History as Woodburn and Moran, Beard and Bagley, etc., as well as encyclopedias, other books and material in public libraries, especially for later men and events.

HISTORY

SEVENTH AND EIGHTH YEARS

The outline for grade seven and eight indicates the relative amount of time and attention to be given to different periods in order to result in a well-rounded, well-balanced course, and to assure time for each period, especially that of recent history.

In contrast to the biographical method of treatment in the earlier grades, the method for the seventh and eighth years changes to narrative, passing from the story of a person to the story of an event. The great man sinks in importance, he is one of a group of men, and the pupil is concerned now with the motives and thoughts back of the deeds. Thus there is a transition from the story treatment of history to a thoughtful and logical study of the subject-matter.

The plan of work to be pursued should be the development of topical studies, projects and research work. Basal texts will probably be used, but they should not be slavishly nor exclusively followed. Supplementary texts, reference books and literature should be used as freely as possible, both by the entire class for general work, and by individuals for special topics. Cultivate interest and habit in reading historical and biographical literature.

The topical plan of development arranged chiefly chronologically will be a great aid in developing an appreciation of historical movements, racial and social developments, the interrelation, causes and effects of events.

Suggestions on methods and devices.

1. *Cultivate wide reading along related lines.* Contributions by pupils from collateral reading (contemporary diaries, letters, documents, newspaper extracts, etc., of the period being studied, (see also bibliography), compositions by scholars on related topics, magazine articles read (in part) in class are valuable aids.

2. *Use topical outlines.* These should be placed on board (or dictated), kept by pupils in notebooks and used for recitation, reference and review.

3. *Project work.* Topics should be developed and illustrated by various means. Under this treatment should be included—dramatization of historical scenes, impersonations, plays, simple pageants, etc.,—display or collection of historical relics and illustrations—debates on political questions—illustrated historical booklets—mock congresses.

4. *Correlation with English work* (see 1, 2, 3), geography and with special days and school exercises.

5. *Assignment of topics for special research to individuals,* especially topics that are illuminating yet not such as to require time for whole class. For example, such topics as "Historical development of Monroe Doctrine." "Effect of Monitor and Merrimac Battle on Later Naval Warfare."

In reference reading the pupil should be required to make note at least of name of author, title of work, number of pages read, and his personal impression. The latter will guide the teacher in choice of material to be assigned later.

6. *Socialized recitations.* Be careful that *all* pupils participate generously, that a few do not monopolize the time, and that the work is direct, valuable and not discursive and fragmentary.

7. *Review frequently by comprehensive topics* to develop perspective and appreciation. For example, by use of such topics as—

Development of tariff legislation.

Succession of political parties.
Story of territorial expansion.
Industrial development between 1815 and 1850.
America's development into a world power.
Story of railroad development.
Most important American inventions.
American authors and writings.
The temperance movement.
European entanglements preceding the World War.

8. *Making of historical charts and tables*—to fix events and movements in time and place.

9. *Making and developing historical maps* to show discoveries, explorations, colonies, expansion, industries, transportation, wars, etc.

The story of European life and civilization has been placed in the first part of the seventh year as an introduction to the American history which follows in the latter part of the seventh year and in the eighth year. It seems better adapted to pupils of that year than to the less mature children of the sixth year. The purpose of this introductory course is to show the beginnings and continuity of history, and the growth of social, political, and economic life from which American institutions developed.

Only significant facts are to be taught. Details that have no direct bearing upon the main problem should not be presented. Throughout the term emphasis should be placed upon those features of ancient and medieval life which explain the important elements of our own civilization.

The committee of eight in outlining the work states:

"Above all, it must be remembered that the fundamental aim is not to store the child's mind with many detailed facts of general history, but to make certain impressions which shall exercise a guiding influence over the child's intellectual growth, to furnish him with a framework into which his later reading or study shall place what he acquires.

An interest in historical tales or situations, and a taste for simple historical narrative, should be an important incidental result."

BOOKS ON TEACHING METHODS

The Teaching of History, *Johnson*, Macmillan Co.
Method in History, *Mace*, Ginn & Co.
Supervised Study in History, *Simpson*, Macmillan.

EUROPEAN BEGINNINGS

1. *Why we study European history.*

(a) Our ancestors—first immigrants: who they were; why they came; what they brought; later immigrants and their countries.

(b) Our Country, the realization of old-world ideals.

2. *Gifts of the Greeks.*

Influence of geographic conditions; city-state rivalry; Athens, the "City Beautiful," Sparta, the soldier's city; Corinth, the merchant town; how the Greeks saved freedom for the world; permanent contributions in art, literature and philosophy; how the sailors, merchants and colonists carried Greek ways of living to other lands.

"The Greeks had brought the world to a higher level of civilization than men had ever seen before, but they had not been able to unite and organize it. Not even their own Hellas was a unified nation. The world which the Greeks, as successors of the Orient, had *civilized* was now to be *organized* and unified by a much less gifted but more practical race, whose city on the Tiber was destined to become the mistress of an enduring world empire." (Robinson and Breasted, page 239).

3. *Our debt to Rome.*

Note: The Romans conquered the Greeks, added to their culture, and carried their knowledge to France, England and Spain, and to parts of Germany, countries from which the founders of America came. Because of this, the Romans are to be considered as among the makers of America. They conquered all the lands about the Mediterranean, east, west, south and north, and then organized an empire. The period of expansion is too complex to be taught with details. However, their success may be emphasized by map work showing the different modern countries included within their conquests.

People; stories of early development; the army; conquests, expansion and organization; achievements; laws, games, roads, and buildings; early Christians in the Empire, growth, triumph; influence of Constantine; rise of monasteries.

“The population of this vast Empire, which girdled the Mediterranean, including France and England, was made up of the most diverse peoples and races. Egyptians, Arabs, Jews, Greeks, Italians, Gauls, Britons, Iberians (Spaniards) all alike were under the sovereign rule of Rome. One great state embraced the nomad shepherds who spread their tents on the border of the Sahara, mountaineers of the fastnesses of Wales, and the citizens of Athens, Alexandria and Rome, heirs of all the luxury and learning of the ages. Whether one lived in York or Jerusalem, Memphis or Vienna, he paid his taxes into the same treasury, he was tried by the same law, and looked to the same armies for protection.” (Robinson and Breasted (pp. 276-277).

4. *The Teutons, barbarians of the North.*

Characteristics; fall of the Roman Empire; new kingdoms, fusion of Teuton and Roman; Charlemagne; Treaty of Verdun.

5. *Making of the English Nation.*

(a) Formation: Angles and Saxons; work of the monks; King Alfred; coming of the Normans.

(b) Development: life of people; farming; how goods were made and sold; trial by jury; Great Charter; beginnings of Parliament; union with Wales and Scotland; language and literature.

6. *Life in the Middle Ages.*

Nobles, common people; life in the country, town; feudalism; church.

7. *Great changes in Europe and beginnings of America.*

(a) Rise of great national states; manufacturing and commerce; great inventions; revival of learning; reformation.

(b) Crusades and their results: reasons for them; results—

an increased interest in travels and commerce, acquaintance with great trade centers.

- (c) How a new route to India was found: coming of the Turks; Marco Polo's travels and new geographical ideas; Portuguese find route to India.
- (d) Christopher Columbus and the discovery of America.

8. *Period of Exploration and Discovery.*

- (a) Motives of early explorations.
- (b) Spanish discoveries and explorations: superiority of the Spanish claim; discovery and exploration of Florida; discovery of the Mississippi; first permanent settlement in America; the Spanish claim; Portuguese in Brazil—division of South America by Pope.
- (c) English discoveries and explorations: voyages of the Cabots; other English explorers; first attempts at colonization; the English claim.
- (d) French discoveries and explorations: early French explorers; exploration of the Mississippi Valley; the French claim.
- (e) Dutch discoveries and explorations: Henry Hudson; the Dutch claim.
- (f) Conflict of claims: Dutch and French possessions secured by the English.

To the teacher: Show how the hard economic conditions of Europe are reflected in the colonists' search for gold; in their desire to find homes free from the exactions of privileged orders; in the flight to Georgia of poor debtors. Point out broadly the motives of the various nations in founding colonies, *e. g.* Spain, gold; France, empire; England, homes. The final success of England in holding North America lay largely in her rifle-bearing settlers, as opposed to the armies and adventurers of other nations.

In teaching permanent settlements, stress the four types as developed in Virginia, Pennsylvania, New York and Massachusetts, with a brief survey of the other colonies.

In showing the development of the idea of free government,

emphasize the Mayflower Compact, the Mecklenberg Declaration, and various forms of local government.

AMERICAN HISTORY

9. *American Indians.*

On an outline map show territory occupied by: (a) Algonquins, (b) Iroquois, (c) Creeks, (d) Maskoki—modes of life, implements and weapons; products; mode of warfare, religion, assistance given by Indians to white settlers; trails—roads, railroads; present Indian Reservations.

10. *Period of Colonization.*

The Seventeenth Century; most successful nations; length of the colonizing period.

11. *The English Colonies—Settlement of the Atlantic Coast.*

- (a) The New England Colonies: puritans in New England; growth and prosperity.
- (b) The Middle Colonies: motives of the settlers; New Netherland; New Jersey, Pennsylvania, and Delaware; Lord Baltimore and Maryland; growth and prosperity of the middle Colonies.
- (c) The Southern Colonies: Virginia, character of settlers and early difficulties; colony firmly established; Carolinas and Georgia, character and mode of life.
- (d) Government of the colonies: three forms of colonial government: Charter Government, Proprietary Government, Royal or Provincial Government; common features of these three forms; differences; effects upon the rights of the people; special local features of government; town system of New England; county system of Virginia.

12. *Establishment of English Supremacy.*

- (a) The French in America: attempts at colonization; work of the Missionaries; efforts to establish an empire; serious results of alliance with Algonquin Indians.

- (b) Origin of the conflict; intercolonial wars; French and Indian War; important strategic points; first important united action of the Colonies; success of the English; Treaty of Peace; effects of the French and Indian War.

BOOKS FOR PUPILS

The Story of England, Scott, Foresman Co.

The Story of the Middle Ages, Scott, Foresman Co.

City of Seven Hills.

Our Ancestors in Europe, *Hall*.

For the study of American colonial history the writings of John Fiske will be found profitable.

The Beginnings of New England, Houghton, Mifflin Co.

Old Virginia and Her Neighbors.

The Dutch and Quaker colonies.

*Our Beginnings in Europe and America, *Burnham*, John C. Winston Co.

*Introduction to American History, *Woodburn & Moran*, Longmans Green & Co.

*Old World Background to American History, *Harding*, Scott, Foresman & Co.

*The Story of Old Europe and Young America, *Mace, Tanner*, Rand, McNally Co.

BOOKS FOR TEACHERS

Any standard secondary textbook presenting an account of the ancient and medieval periods, such as Robinson and Breasted, *Outlines of European History*, Part I (Ginn & Co.) may be used.

13. *Colonial Life*.

Travel and communication; manufactures; commerce; restrictions on manufactures and commerce; colonial government; life in the New England town, life on the southern plantation; slavery, factors making toward disunion, factors making toward union.

*Recommended as basal textbooks.

BOOKS FOR PUPIL

Social Life in Old New England, *Earle*.
 Old South Leaflets, Nos. 7, 54, 154, 170, 171.

BOOKS FOR TEACHER

Home Life in Colonial Days, *Earle*.
 Customs and Fashions in Old New England, *Earle*.
 Beginners of a Nation, *Eggleston*.

POETRY AND FICTION

Pocahontas, *Thackeray*.
 Courtship of Miles Standish, *Longfellow*.
 Standish of Standish, *Austin*.
 Betty Alden.
 The Golden Arrow, *Hall*.
 Uncrowning a King, *Ellis*.
 The Great Peacemaker, *Watson*.
 The Wampum Belt, *Butterworth*.
 In the Valley, *Frederic*.
 Soldier of Scrooby, *Hall*.
 Virginia Cavalier, *Seawell*.
 White Aprons, *Goodwin*.

14. *The War of Independence.*

- (a) Causes of the war; interference with commerce; taxation without representation; British army in America; first Continental Congress.
 - (b) Principal events of the war: *First period* (1775-76, principally in New England and Canada). Operations about Boston; second Continental Congress; Bunker Hill and the evacuation of Boston; expedition to Canada; growth of the idea of independence; the Declaration of Independence.
- Second period* (1776-78, principally in the Middle States). Operations around New York and New Jersey; capture of Philadelphia, Valley Forge; Burgoyne surrenders, aid of France secured.

Third period (1778-81, principally in the Southern States).

The surrender of Cornwallis, end of the war; the Treaty of Peace.

BOOKS FOR PUPILS

Pictorial Fieldbook of the Revolution, *Lossing*.

Century Book of the American Revolution, *Brooks*.

Hero Tales from American History, *Roosevelt & Lodge*.

Burgoyne's Invasion, *Drake*.

A Short History of the Revolution, *Tomlinson*.

Camps and Campfires of the Revolution, *Hart & Hill*.

Source Book of American History, *Hart*.

The Youth of Washington, *Mitchell*.

Paul Jones, *Abbott*.

Four Naval Heroes, *Beebe*.

True Story of Washington, *Brooks*.

Life of Washington, *Scudder*.

Paul Jones, *Brady*.

BOOKS FOR TEACHERS

History of United States, *Elson*.

The American Revolution, *Fiske*.

Life of Patrick Henry, *M. C. Tyler*.

POETRY AND FICTION

Paul Revere's Ride, *Longfellow*.

The Concord Hymn, *Emerson*.

Warren's Address, *Pierpont*.

Song of Marion's Men, *Bryant*.

Poems of American History, *Stevenson*.

The Sun of Saratoga, *Alsheler*.

In Blue and White, *Brooks*.

The Knight of Liberty, *Butterworth*.

Cardigan, *Chambers*.

The Spy, *Cooper*.

The Pilot, *Cooper*.

In the Valley, *Frederic*.
 Janice Meredith, *Ford*.
 A Great Treason, *Hoppus*.
 The Tory Lover, *Jewett*.
 Two Spies, *Lossing*.
 A Soldier of Virginia, *Stevenson*.
 The Heritage, *Stevenson*.
 The Forayers, *Simms*.
 The Green Mountain Boys, *Thompson*.
 Richard Carvel, *Churchill*.
 The Scarlet Coat, *Ross*.

15. *The Adoption of a New form of Government.*

- (a) Consolidation of colonies; causes of lack of union among the colonies; circumstances favoring union; union of adjacent towns and colonies.
- (b) Early plans for general union; plans suggested by Penn and by Franklin; influence of these plans; union against Great Britain.
- (c) Steps leading to the Constitution: Stamp Act Congress; First Continental Congress; the Declaration of Independence.
- (d) The Articles of Confederation: difficulties of carrying on the Revolution; the Articles of Confederation; principal features of the Articles; defects of the Articles of Confederation; useful functions performed by the Articles; state of the country at the end of the war.
- (e) Formation of the Constitution: Constitutional Convention; different plans submitted; most important compromise effected; the Constitution adopted; leading members.

BOOKS FOR PUPILS

Source Book of American History, *Hart*.
 The Men Who Made the Nation, *Sparks*.
 Four American Patriots, *Burton*.
 Among the Law Makers.

BOOKS FOR TEACHERS

The Critical Period, *Fiske*.

Formation of the Union, Chap. 5, *Hart*.

History of the United States, *Elson*.

History of People of United States, Vol. I, *McMaster*.

The Confederation and the Constitution, *McLaughlin*.

16. *Establishment of the New Government.*

- (a) Domestic affairs: difficulties confronting the new government; political parties; finances; Whisky Rebellion; organization of new territory.
- (b) Foreign complications: Washington's attitude; early difficulties with England; France seeks an alliance; the Genet affair; trouble with France; "Second War for Independence;" the Monroe Doctrine.
- (c) Growth and Development: promotion of industries; development of the nation; Louisiana Purchase; development of democratic ideas; New West; education.

BOOKS FOR PUPILS

Side Lights on American History, *Elson*.

Expansion of the American People, *Sparks*.

How Our Grandfathers Lived, *Hart & Chapman*.

Hero Tales from American History, *Roosevelt & Lodge*.

Source Book, p. 268-281, *Hart*.

Life of Jackson, *Brown*.

Men Who Made the Nation, *Sparks*.

Twelve Naval Captains, *Seawell*.

BOOKS FOR TEACHERS

The Presidents of the United States, *Wilson*.

Formation of the Union, *Hart*.

Naval War of 1812, *Roosevelt*.

Winning of the West, *Roosevelt*.

POETRY AND FICTION

The Star Spangled Banner, *Key*.

Old Ironsides, *Holmes*.

The Crossing, *Churchill*.

Hoosier Schoolmaster, *Eggleston*.

Heroes of Lake Erie, *Barnes*.

Loyal Traitor, *Barnes*.

EIGHTH YEAR

1. *The Slavery Problem.*

(a) Opposing forces: increase of cotton-growing and resulting demand for more slave territory; increase of manufactures and resulting protective tariff; balancing of free and slave states; Maine and Missouri; the Missouri Compromise.

(b) The abolitionists—slavery, a moral issue: Harrison and Lovejoy.

(c) Desire of slaveholders for extension of slave territory; annexation of Texas; Oregon; Mexican War; causes and results; discovery of gold in California; compromise of 1850.

Map of the United States showing in different colors the following original states; Northwest Territory; Louisiana Purchase; Florida Purchase; Texas; Oregon country; Mexican cessions.

To the Teacher:

As slavery was economically unprofitable in the North, it died out there early in the nineteenth century, and the northern people then regarded it purely as a moral question. The South considered it as an economic matter, apart from ethics, and the basis of their social structure. Note that the cotton gin made slavery profitable in the South and thus in a sense made the Civil War more probable.

BOOKS FOR PUPILS

Source Book of American History, *Hart*.

Side Lights on American History, *Elson*.

BOOKS FOR TEACHERS

Division and Reunion, *Wilson*.

POETRY AND FICTION

To J. Q. Adams, *Whittier, Elizabeth*.

To W. L. Garrison, *Lowell*.

Massachusetts to Virginia, *Whittier*.

The Oregon Trail, *Parkman*.

2. *The Civil War.*

(a) Causes of the ill feeling between the North and the South: the Dred Scott Decision; enforcing the Fugitive Slave Law of 1850; the war in Kansas; *Uncle Tom's Cabin*; John Brown's Raid; Lincoln-Douglas Debate; election of Lincoln.

(b) Comparison of North and South at beginning of war: area, population, wealth, natural and industrial resources, relations with foreign countries, war strength, means of transportation, devotion of the people.

(c) Important offensive plans of the North: "On to Richmond;" the "anaconda plan."

(d) Important defensive plans of South: fortification of Mississippi and of southern ports, offensive drives into Northern territory, etc.

Method of securing and distributing munitions and supplies in the North and in the South indicating advantages and disadvantages

(e) Stages in the progress of the great conflict,—Battle of Bull Run; the fight between the Monitor and Merrimac; capture of New Orleans and Vicksburg; Emancipation Proclamation; turning point of the war—Gettysburg; Sherman's March to the Sea; Lee's final surrender.

(f) Contributions made to the northern cause by such men as Lincoln, Grant, Seward, Sheridan, McClellan, Farragut, Meade, etc.; to the southern

cause by such men as Lee, Davis, the Johnstons, Jackson, Early, etc.

- (g) Results of the conflict upon the immediate progress of the South; industries, economic condition, reconstruction; results upon the nation as a whole.

Problem: How the country was benefited by forcing the South back into the Union?

BOOKS FOR PUPILS

The Boys' Life of Abraham Lincoln, *Nicolay*.

A Life of Lincoln, *Tarbell*.

Recollections of President Lincoln, *Chittenden*.

Memoirs, *Grant*.

Life of Grant, *Wister*.

David Farragut, *Barnes*.

Lincoln's First Inaugural.

Gettysburg Address, *Lincoln*.

Emancipation Proclamation, *Lincoln*.

Life of Lincoln for Boys and Girls, *Moore*.

POETRY AND FICTION

Uncle Tom's Cabin, *Stowe*.

The Perfect Tribute, *Andrews*.

The Toy Shop, *Gerry*.

Hospital Sketches, *Alcott*.

He Knew Lincoln, *Tarbell*.

The Great Commoner, *Markham*.

The Blue and the Gray, *Finch*.

The Battle Hymn of Republic, *Howe*.

Sheridan's Ride, *Read*.

A Fool's Errand, *Tourgéé*.

Bricks Without Straw, *Tourgéé*.

The Crisis, *Churchill*.

Red Rock, *Page*.

BOOKS FOR TEACHERS

History of United States, *Rhodes*.

Division and Reunion, *Wilson*.

The Life of Henry Clay, *Schurz*.

Battles and Leaders of the Civil War, Century Co.

3. *Reconstruction the Union.*

Questions raised by the victory of the North: status of seceding states; social, political, economic status of negro; Attempts at solution of these questions by the President, by Congress, legal questions; thirteenth, fourteenth and fifteenth amendments; carpetbaggers, scalawags and Ku Klux.

Relations with foreign countries: France—Napoleon III's attitude during war, interference in Mexico, Monroe Doctrine enforced; England's attitude during war; American claims for breaches of neutrality, arbitration; Russia, relations during war, purchase of Alaska; immigration, question of naturalization, etc.

BOOKS FOR TEACHERS

History of United States, *Rhodes*.

American Presidents, *Moran*.

Household History of the United States, *Eggleston*.

See list preceding for novels which deal with life in the South during Reconstruction Days.

4. *The New Union.*

(a) Steps of progress: the Atlantic Cable; the first trans-continental railway; growth of the West; the Homestead Act; cattle and sheep ranches; irrigation; manufacturing in the South; education of the negro; growth of cities; the telephone; electric traction.

(b) The assassination of Garfield and civil service reform.

(c) War with Spain and island possessions; Dewey at Manila; Sampson and Schley at Santiago; Roosevelt and the Rough Riders; the treaty of peace; territorial additions.

BOOKS FOR PUPILS

The War with Spain, *Brooks*.
Side Lights in American History, *Elson*.
Expansion, *Strong*.
From Isolation to Leadership, *Latané*.

BOOKS FOR TEACHERS

America as a World Power, *Latané*.
History of United States, *Bassett*.
Rescue of Cuba, *Draper*.

5. *Leaders in Literature, Science, Philanthropy.*

- (a) Irving, Cooper, Hawthorne, Longfellow, Lowell, Whittier, Bryant, Greeley.
- (b) Morse, Fulton, McCormick, Howe, Ericsson, Field, Eads, Bell, Edison.
- (c) Peter Cooper, Riis, Carnegie.

6. *The United States in the 20th Century.*

1. A World Power (Review steps leading to the Spanish-American War).

- (a) Steps: America in the Pacific (Samoa, Hawaii, Panama canal question); Pan-American Congress; Venezuela boundary dispute and new application of Monroe Doctrine.
- (b) Spanish-American War and its far-reaching results: acquisition of Philippines, Porto Rico, Guam, protectorate of Cuba; problems of governing the new possessions, and present conditions in the colonies.
- (c) Our far-eastern relations: Boxer rebellion; John Hay and the "open door" policy; mediation in Russo-Japanese War; relations with Japan; international congresses; California's laws against the Japanese.
- (d) International peace conferences; Hague Tribunal.

- (e) Panama Canal: cession of canal zone to United States. Construction of canal; work of Goethals, its importance to the United States and to the world; made necessary the purchase of Danish West Indies (Virgin Islands).
- 2. International Affairs.
 - (a) Roosevelt's administration: circumstances of his accession; the Roosevelt policies; laws regulating trusts; conservation of natural resources; reclamation of land and preservation of forests; irrigation and waterways projects; growth of political equality.
 - (b) Taft's Administration: public service projects; postal savings bank and parcel post; 16th and 17th amendments; controversies over tariff, Canadian reciprocity; the "Progressives."
 - (c) Wilson's administration: tariff revision; reform of banking and currency system; social reforms; conservation of human life; labor organizations and problems; 18th and 19th amendments.
- 3. The Mexican Problem.

Rule of Diaz; state of revolution under Huerta, Carranza, Villa; policy of United States; American expedition led by Pershing; non-interference policy of Wilson.

BOOKS FOR TEACHERS

Panama and the Canal, *Hall & Chester*.

America as A World Power, *Latané*.

From Isolation to Leadership, *Latané*.

Any standard textbooks containing material dealing with recent events.

7. *The United States and the World War.*

- (a) Causes of the European strife: immediate and underlying; struggle between autocracy and democracy. (Map of Germany showing size and position of Prussia).

- (b) America's effort to maintain neutrality: British interference with American trade and mails; submarine tragedies; the spy system; Wilson notes: the Zimmerman note.
- (c) America's participation in the war: causes for entrance; our domestic war problems; mobilization; regulation of transportation and communication; food and fuel control; the pacifists; war finances; work of voluntary organizations; the great allied victories of 1918; the armistice; peace negotiations; League of Nations.
- (d) Problems of the new reconstruction: transportation—railroads and merchant marines; industrial conditions, military training; restriction of immigration, relations with England, etc.

BOOKS FOR PUPILS

Current magazines.

The World War and What Was Behind It, *Benezet*, Scott, Foresman Co.

Short History of the Great War, *McKinley*, *Coulomb*, *Gerson*, American Book Co.

Flag Day Address, *Woodrow Wilson*.

War Message of April 2, 1917, *Wilson*.

*History of American People, *Beard & Bagley*, Macmillan Co.

*Elementary American History and Government, *Woodburn & Moran*, Longmans Green Co.

*The Making of Our Country, *Burnham*, Winston Co.

BOOKS FOR TEACHERS

Why We Are At War, *Wilson*.

Collected Materials For the Study of the War, *McKinley* Publishing Co.

Roots of the War, *Davis*.

**Recommended as basal textbooks.*

My German Correspondence, *Johnson*.

Modern European History, Chap. 38, *Hazen*.

America at War, *Hart*.

War Cyclopedia, published by the Committee on Public Information, Washington, D. C.

The War Book, *Hill and Avery*.

XI. PHYSIOLOGY AND HYGIENE

PURPOSE OF TEACHING HYGIENE IN GRADES I TO VIII

Hygiene should be taught throughout the grades in order that each child, while he is growing, may attain by definite methods and concrete aims the "ideal of keeping fit" which shall make him of the greatest possible value to himself and to the society in which he lives.

The story of the boyhood and young manhood of Theodore Roosevelt shows how one boy with the help of his father set a standard of vigorous manhood for himself, made plans for improving his health and strength in order to attain his ideal, and carried them out even though the project involved many years of the hardest kind of mental and physical work.

This story should be told in some detail to children in order to help them establish a similar ideal for themselves. Moreover the story is full of suggestion and stimulation for the teacher in regulating her personal life. It will, also, offer many suggestions about ways to present the subject of both mental and physical hygiene to live boys and girls. It is urged that Roosevelt's life be studied from this point of view as a beginning of the work in hygiene in each grade. The story may be told in a way that will appeal to the grade in which it is being used.

Remarks About Method.

Any teacher who is really interested in helping her pupils live up to the best ideals for successful living must base her methods on sound fundamental principles.

1. Successful living depends on acquiring habits that will make life successful.
2. Teaching hygiene is largely a matter of making pupils choose right habits and of seeing that they cultivate these habits.
3. A habit must be formed by the following method,—
first, be interested in the reason for getting the habit.
Second, perform the act successfully a few times.

Third, repeat the act many, many times without allowing interruption in the repetition. Fourth, realize a feeling of pleasure or satisfaction each of the first few times the act is performed.

4. Instruction in facts about physiology and hygiene are important but only as a means to the end. The important thing is to translate knowledge of what is good to do into action, then habit, and finally into physical and mental character.
5. Therefore larger provision must be made for incentives, for getting habits and for inspections of results than for talking about what should be done.
6. The human mind and body are so intricately connected and so delicately constituted that it is often wise not to make a person conscious of the method by which he is to accomplish an aim. But the teacher must know how to surround the pupil with right conditions so that he will be helped by the very circumstances to acquire desirable habits.
7. It is vastly more effective to fill a child's mind with strong, joyous, healthful forms of activity than to keep him from doing bad or questionable things. It is just as dangerous to allow his time spent in the schoolroom, on the school grounds, or at home to pass unfilled with good activities and thoughts as it is helpful to keep the good before him.
8. Always maintain a positive atmosphere. Be positive in your suggestions and full of faith in the accomplishment of the best for and in your pupils.
9. "Every act a person performs helps either to make or break a habit."

RESPONSIBILITY OF THE SCHOOL FOR HEALTH

Intelligent education of the pupils in a school for healthful living cannot be undertaken by a teacher unless she knows in what condition each pupil is when he comes to her. Some record should be made of the condition of each pupil at the beginning

of each year of his school life. The best way would be to have the school physician make this examination, record the results of the examination on a card, leaving spaces for what the teacher wishes to add from her own observations. In many places medical inspection seems, at present, to be an impossibility. This can be no excuse for a teacher neglecting that part of the inspection which she can do herself.

If teachers give their attention to constructive methods for improving the children's condition, the pupils will make much greater progress mentally as well as physically. At the end of each term a teacher ought to test the work she has done by noticing the development of the pupils (physical as well as mental). If there is not marked improvement along some lines she should realize that conditions of work should be changed for the pupil.

SANITATION IN THE SCHOOL PLANT

Any establishment used by several persons tends to become untidy and unhealthy unless an effort is made to keep everything in good condition. It is the teacher's responsibility to see that the buildings and grounds are in hygienic condition and that all parts are kept in such order that the pupils feel inspired to live up to high ideals.

This will be accomplished largely through regular daily inspection of each part of the plant. The fact that every part is visited frequently by the teacher helps everyone to realize that her standards are to be maintained. If there has been any wrong doing in the use of any part of the building it is easily detected and corrected.

Laxness on the part of teacher in having things put in proper places and having rubbish and dust removed reflects very quickly on the tone of the school. Getting used to slipshod habits in these matters usually results in such general carelessness and low standards that health and health ideals are seriously menaced.

A good guide for carrying out these ideals is "Health Education in Rural Schools" by J. Mace Andress, published by Houghton Mifflin Co.

GRADE I

Since habit forming consists largely of repeating an act successfully and without interruption innumerable times, instruction and talking about what is expected is relatively unimportant after a good start in forming a certain habit is made.

The good start consists chiefly in enlisting the pupils' interest in a concrete aim the value of which they can plainly see.

When a child comes into a group as large as he finds in the school he has to learn new facts and cultivate new habits that will make it possible to live without injuring others or being injured by them. It is mainly through different types of cleanliness that this result is obtained. He must be careful not to soil his books because in that way harm will come to others. He must not use another's drinking cup for he may receive harm in that way. Children throughout their school life must be required to follow these rules but the first grade children must be taught the necessity of cultivating habits and the teacher must constantly be thoughtful about seeing that the children *do* cultivate them.

RULES

1. Come to school in the morning with clean faces and hands and clean finger nails.
2. Always wash hands after going to the toilet.
3. Always wash hands before every meal.
4. Use your own private towel and never one used by anyone else.
5. Have a clean handkerchief.
6. Put your handkerchief before your face when coughing or sneezing.
7. Never spit in public places.
8. Never put fingers in mouth, nose or eyes.
9. Never put books or pencils in the mouth, nor spit on fingers when turning the leaves of a book.
10. Have teeth cleaned at night and before coming to school in the morning.
11. Have individual drinking cup and never drink from any other person's.

I. A general survey of the health of each child should be made when he enters the grade. Such questions may be answered as the following: (taken from "Health Education in Rural Schools").

Has he ever had a serious sickness?

Is he well and strong now?

Has he been to a dentist within a year?

Does he have trouble with headache?

Can he read writing on blackboard from seat?

Does the print in the book seem to run together or look dim?

Do his eyes hurt after reading a good while?

Does he often have earache?

Can he always hear the teacher?

At what time does he usually go to bed?

Does he bathe at least once a week?

Has he been vaccinated?

It may seem wise to find out some of these facts without asking the pupil directly.

II. A teacher should realize that little children suffer from keeping still in one position. Activity rests them. They must be active frequently or become over fatigued.

III. Bad sitting or standing positions should be corrected by having the child change to more active work. If they are allowed to remain in such positions and forced to keep still, very bad positions will become habitual.

IV. Little children are likely to hold books too near their eyes. The teacher should continually try to have the book held at the proper distance, about fourteen inches, each time reading is done. Similarly children should stand at a proper distance from the blackboard.

V. All books provided for children should have large black print on good paper. Writing on the blackboard should be plain, properly spaced on clean boards.

VI. Pupils should never read from or write on paper on which the sun is shining directly.

VII. Grave danger to the health of individual children and of their associates arises from misuse of toilets. Children's

habits with regard to this are usually acquired before coming to school, but a teacher can do much in helping form acceptable habits if she gives attention to their practices *when they first come to school*. Careful supervision should be given whenever the toilets are used by the beginners. If instruction or correction is needed in any case it can be given quietly to the child who needs it.

When little children begin their school life they should be accompanied by the teacher the first few times they visit the toilet in order that they may understand what is the accepted conduct. Even well brought up children become careless and lose their refinement in these matters if left without any evidence that the teacher and the other children desire the best conduct of which they are capable. It is most desirable that privacy and personal tidiness be demanded of each boy or girl. This cannot be had if children play in and loiter about the toilets. It must be well understood and enforced that they are not to be used for play and that only one child at a time is expected to enter the toilet.

It can be seen that the work of the first grade teacher must be largely indirect but it is the more necessary that the teacher have it in mind all the time instead of at certain periods. In upper grades the pupils are able to assume a good deal of the responsibility for training themselves in good habits, but in the first grade the teacher must be watchful and responsible.

GRADE II.

In the second grade all health rules already emphasized should be observed. Some form of inspection or supervision by the teacher will be necessary if the ideals are to be kept alive in the children's minds.

The new subject for emphasis consists of rules that must be observed in order to make strong, efficient, happy individuals.

In order that children shall see that it is worth while to train themselves to have these habits, standard boys and girls in height, weight, and other things should be shown in an attractive way to them. Then early in the year they should be weighed,

measured and tested in any ways that are possible, to see what they need to do in order to come up to the standards.

The teacher may next explain how important the nation finds it to have strong, healthy, happy men and women and that the surest way to become a strong man or woman is to be a healthy boy or girl.

A simple score card may be prepared for each child on which requirements for health are listed and the child may be given points for his success in fulfilling each requirement.

Daily score card:

1. Did you sleep with your window open last night?
2. Did you eat your breakfast this morning?
3. Did you brush your teeth before coming to school?
4. Did you wash your hands and clean your finger nails before coming to school?
5. Did you bring a clean handkerchief?

Each above will count for two points.

A second score card may be won at the end of each month, or if the teacher thinks wiser at longer intervals.

1. Have you gained an inch in height in the past half year? 25 points.
2. Is your weight correct for your height? 25 points.
3. Are the marks on your report card good enough to be proud of? 25 points.
4. Have you won any kind of a play contest—as running, jumping, ball playing, etc., in which boys or girls of your own weight took part? 25 points.

After he has learned what he needs to do in order to be up to the requirements in every particular it will be possible to explain, in a true but simple way, how the body works in helping a child to grow strong and healthy. For instance a talk might be given to help a child to understand why going to bed early would help him come up to standard in height, weight, and mental work in school.

GRADE III

The third grade children should continue to live up to the standards mentioned under grades I and II.

New work for the third grade is to consist of more responsibility taken by the individual for his own hygiene and of practising the more complicated kinds of cleanliness.

The pupils of this grade could well use a score card like the one planned for the second grade—or like the one sent out by the Modern Health Crusade. It is strongly urged that the work of the third grade consist largely of belonging to that organization and working intelligently along the lines suggested by it.

Since there should be emphasis on the effect of personal cleanliness on other people as well as on the individual, the first work of the year naturally arises from the practice of good house-keeping in the schoolroom.

I. What kind of room do we need in which we are to do good work?

1. Orderly, clean, with good light and fresh air.
2. Why are these characteristics desirable?
3. How can we secure them?

II. Committees to care for room and inspectors to see that everything is as it should be.

It will be seen from this work that each individual must care for himself properly or the whole school will suffer. Therefore the next study may well be how to take care of one's self.

TAKING CARE OF ONE'S SELF

I. Keep clean.

1. Why keep clean?

Body needs air through skin. Pores must be kept open.

2. How keep clean.

Wash to keep clean. How, When?

Clothes must be clean. How?

3. Harm that comes from dirt; germs, pores clogged, appearance.
4. Keeping teeth clean—Why, how, when?

5. Keeping cuts and scratches clean.
- II. Get good habits.
 1. Wash before meals.
 2. Clean teeth twice daily.
 3. Go to bed early, get up early.
 4. Drink water between meals.
 5. Let light come over left shoulder when reading, writing or sewing.
 6. Stand and sit correctly.
 7. Go to toilet once a day before or after breakfast or before going to bed.
 8. When you feel cross, think of something pleasant to do.

Various forms of score cards, reports, and inspection may be used during the year so the children may realize the value of actually accomplishing results aimed at and learn to acquire responsibility for them.

GRADES FOUR, FIVE AND SIX

General Topic for Study for These Three Grades—Personal Fitness.

Individual responsibility in keeping fit.

1. General instruction in keeping fit and in health habits.
2. Standard of fitness.

How to live to come up to tests.

- I. Sleep and nerves—organs of sense.
- II. Fresh air and exercises—bones and muscle.
- III. Food and digestion—teeth.
- IV. Proper medicines for growing people.
- V. Avoid colds and exposure to disease.
3. Standard or "fit" boys and girls are tall enough, heavy enough, eat, breathe and sleep well, run, play, work and think well, and keep healthy.

What can I do to make my body like that of a standard child?

1. Copy on a card the following chores.
2. Try very hard to do each chore every day.

3. Mark the chore thus* each day you have done these chores.

The child who does these chores regularly for four weeks will not want to go back to the old way.

Card (copied from the Modern Health Crusader of Vermont, September 16, 1919).

1. I wash my hands before each meal.
2. I washed not only my face but my ears and neck, and I cleaned my finger nails today.
3. I tried to keep fingers, pencils, and everything that might be unclean out of my mouth and nose.
4. I drank a glass of water before each meal and before going to bed. I drank no tea, coffee, or other injurious drinks today.
5. I brushed my teeth thoroughly in the morning and in the evening today.
6. I took ten or more slow, deep breaths of fresh air today.
7. I played out of doors or with windows open more than thirty minutes today.
- *8. I was in bed ten hours or more last night and kept my window open.
9. I tried to sit and stand up straight, to eat slowly, and to attend to toilet and each need at regular time.
10. I tried to keep neat and cheerful constantly and to be helpful to others.
11. I took a full bath on each day of the week that is checked.

Total number of chores done each day———.

The teacher should secure and keep in the room a height and weight chart. Children should be weighed three times during the year, and their records be kept. Advice should be given in needy cases.

*Boys and girls thirteen years of age may change the ten to nine hours of sleep. Those under nine should sleep eleven hours.

Note;—(For information about "The Modern Health Crusaders" of Vermont write to

The Director of the Health Crusade,
The Vermont Headquarters,
Burlington, Vermont.)

Talks by the teacher on health topics, followed up by appropriate discussions and exercises. Topics should include body building, nervous system, food, fresh air, rest, sleep, nature and care of sense organs (eye, ear, nose, mouth and throat, skin), development of health and of physical powers.

Talks by the teacher and studies by pupils.

1. Building up the body in different parts and ways.
2. Examples of vigorous persons with good well trained nervous systems.
3. Parts of nervous system—brain, spinal cord, nerves, sense organs.
4. Value of good food, fresh air and rest for nervous system.
5. Fresh and impure air—effects.
6. Sleep—number of hours needed, kind and care of bed, correct sleeping position, hours for retiring and rising, open windows.
7. Sense organs—their special work, use, proper care and training. (Both physiology and rules for care).
5. (a.) The eye.—use of books, proper lighting, avoid strain.
- (b.) The ear—cleanliness, protection, effect of colds.
- (c.) The nose—cleanliness, avoid colds.
- (d.) The mouth—taste, work in chewing, care of teeth, diseases of mouth and throat to avoid and how treated, infections.
- (e.) The skin—care, feeling, cleanliness, protection, cuts.
8. Training nervous system to assist in mental work, physical activities, good nature, self control.

GRADE V.

EXERCISE AND POSTURES

1. *The motive to be presented by the teacher.*

You have been urged to spend at least thirty minutes a day in out-of-door exercise. You have also been trying to

get a correct or standard weight. What is the use of all this? "The body needs a stiff framework made of bones, for three purposes. One purpose is to give it shape, a second is to help it move and a third, is to protect from injury some of the delicate organs." (Davison).

2. *Bones.*

Bones are alive like the skin and muscles. They contain blood and nerves and, way in the center, fat.

Study a book and find out where the following bones are and what they do for a person:

Skull bones, vertebrae, ribs, bones of limbs.

Which bones does it pull out of shape when you sit on your feet? sit with crossed legs? What lasting harm do such habits do? What harm does it do to study or read with one elbow on the table and the other one off? Why are such habits much more likely to make ugly curves in the bodies of growing children than in grown people? Why are tight bands and clothing likely to make ugly shaped bodies in later years?

3. *Joints.*

We can bend our elbows and knees. We can swing our legs and arms and turn our heads. Joints, or one bone fitting into some other make it possible for us to do these acts. Study hinge joints, ball and socket joints, ligaments, joint fluids, membrane lining of joints.

4. *Muscles.*

(a) Muscles make up nearly one half the weight of the human body. What are they?

(b) Their work is:

- (1) To move the body.
- (2) With the help of ligaments they hold the bones in their positions in the skeleton.
- (3) With the help of the bones, they protect the delicate organs of the body.

Study:

How the muscles move the body.

Kinds of muscles:—voluntary, involuntary, tendon, ligaments.

Nervous control of the muscles.

(c) Care of muscles.

There are about five hundred muscles in the body and one cannot exercise them all by one kind of an activity. Walking is a good exercise, but it works less than fifty muscles. Think how little exercise a boy's or girl's muscles receive while sitting at his desk. Because no one kind of work exercises all our muscles, we must change our activities frequently and vary them.

Since our bodies cannot be well unless they are kept supplied with food and fresh air, we must see that our muscles do their best work in aiding breathing, digestion of food and circulation of the blood.

(d) Posture.

Copied from Andress' Health Education in Rural Schools (p. 231-236).

“To get correct standing position Bancroft recommends that children be instructed to stand with their arms stretched directly sidewise at shoulder line with palms turned downward and holding the arms there, swaying forward from the ankles so that the weight of the body is nearly or quite over the balls of the feet, not however rising on the toes, but keeping the heels on the ground.”

“An effort to draw the neck backward (chin inward) which may be necessary to bring the neck into an upright position, and also to draw in at the waist line will improve the standing position. Keeping the head, chest and shoulders just in these positions, the arms should then be dropped to the sides. This will leave the body in a correct standing position.”

Tests of correct posture, page 231.

“The American Posture League, an association formed to further good habits of posture defines the correct standing position as one in which the long axis of the body, including the neck and head, is in a vertical line. In poor posture the neck, head, and trunk, instead of being in one continuous vertical line are broken into three zigzag lines.”

“The correct posture may be estimated by what is known as the vertical line test. A line is dropped from the front of the ear to the forward part of the foot. This will show whether the vertical line parallels the main segments of the body (neck, head and trunk). Instead of a line it may be more convenient to use a window pole.”

“Sitting positions may be judged in the same way. When in correct position the axis of trunk, neck, and head should be in continuous line. The same relation of parts should be maintained whether the child is leaning backward in repose or forward in study. The chest should be kept broad and open, and as the child leans forward the bend should come at the hip joints, never from the waist.”

Games that furnish exercise and muscle training may be planned by the teacher and pupils or from the following books:

Education by Plays and Games—Johnson.

Games for the Playground, etc.—Bancroft.

Physical Education—Clark.

Out-door games and contests are the best form of physical training and sometimes exercises may be given for correcting tendencies or developing special abilities, but in the main exercise that comes incidentally in the course of games and play is the most valuable. For the days when the weather is too bad, exercises in the school room with the windows open have their value, but they never take the place of out-door play. Exercises are also valuable for correcting wrong individual

tendencies such as drooping shoulder, weak ankles, poor breathing.

GRADE VI

(Topics for Special Emphasis)

A. *Food.*

I. Food as fuel.

The body is a working machine and unlike any ever built by man—if it is kept in first class condition, it is a perfect machine. It is believed to be 100% efficient. By a perfect machine we mean that there is no waste—all the fuel used to run it will be given back in useful work. The fuel (food) used by the human body is used in two ways; first to build and repair the body itself, and second to make energy for doing work.

II. Different uses of foods.

1. The foods, that provide new cells and repair the worn out parts of the body are proteins. The body gets its proteins from the following foods; milk, eggs, bread, cereals, peas, beans, cheese, nuts.
2. A machine that would just do enough work for its upkeep would not be much sought after. It must do extra work. The human body uses much the larger part of its fuel to do work. The foods that the body uses to produce energy (heat and motion) for work are: sugar, starches, fats and oils. We get the sugars from sugar, fruits, honey and syrup. Starches come from foods made from grains, as bread and cereals, and from such vegetables as potatoes, cabbages and turnips. We get the fats and oil (heat giving foods) from fat meats, bacon, butter, milk.
3. There is still another group of building materials called mineral giving foods. These include salt, lime, iron, etc. One of the important minerals that the body must have is iron. The red blood

corpuscles must have it or they cannot do their work. When the corpuscles have the right amount of iron, they are very red. The doctor tests a person's blood by seeing if it is red enough. He has a card on which is the standard red color. One very interesting fact about this iron is that plants have to get it ready for us. The human digestive tract cannot digest mineral iron no matter how fine it is ground up or dissolved. Plants can digest mineral iron in their digestive tracts. They store it up in a form called iron salts. When we eat the leaves and roots of plants, we get these salts that we need in our blood. The plants that are valuable for their mineral salts are the bright colored plants, as spinach, beets, peas, carrots.

The children may enjoy testing foods to learn how to detect the presence of any one of the three types of food.

(a.) Foods may be tested for sugar thus:

Put a spoonful of sugar in a small tin cover, melt slowly on the stove then continue to heat until there is nothing left but the black hard residue. This is charcoal, of which sugar is very largely made. Test foods in same way.

(b.) Starches may be detected in the following way:

Boil a bit of starch then drop a few drops of iodine into the starch. Note that it turns a deep blue. This is the iodine starch test that chemists use. Try testing peas, beans, corn, potatoes for starch.

(c.) To test fats, cook and crush the sample of

food to be tested. Place it on a blotter or some absorbent material as a bit of silk. If fats are present they will spread through the surface and make a grease spot.

- (d.) There are two simple tests for proteins either of which may be tried.

Proteins contain nitrogen and will therefore give an odor like hair or wool when burned. Burn a bit of hair or wool to learn what that odor is. Then burn your sample of protein, as a bit of the white of an egg to see if you can detect the protein test.

The other protein test is done this way.

Take a little white of egg on gelatin and add one drop of strong nitric acid. Warm the sample. Note the bright yellow color. Take care not to get this nitric acid on your hands or clothing.

Effects of leaving out of our diet:—

1. The building foods?
2. The energy making foods?
3. The mineral foods?

III. How food is digested.

1. Study from a physiology—

How the food is digested, the different organs of the digestive system and their work.

IV. The care of the stomach.

1. Regularity of eating.
2. Overloading the stomach.
3. Getting rid of waste materials.

The best means of preventing constipation is right living. The person who is thus troubled will find he is probably not getting enough exercise—enough rest—or enough water. A most important essential is plenty of water. Internal baths are just as important as external ones. Water is needed to soften the food, help carry it through the body and to wash out the waste particles from the intestines. One should drink five or six glasses of water every day. One of them should be taken before going

to bed and one before breakfast. Medicines should never be taken for constipation until all natural means (like those above) have been tried.

4. An important topic to be studied is the harmful effects of stimulants upon all parts of the body. Nervous system, bones, muscles, and digestive tract. Excellent material can be found in all books on physiology and hygiene.

5. Proper medicines for boys and girls.

Boys and girls have little use for medicines. If they get their bodies out of working order, they should get them back again by taking—

- (1) extra hours of sleep.
- (2) food adapted to their needs.
- (3) plenty of water.

If a person is run down and needs iron, what kind of food should he eat? Why are iron pills of little use? If he needs to increase his weight, why should he take an extra amount of milk and eggs?

Medicines have their use, but their use should be directed by a physician. He seeks out the cause of the trouble and seeks to get rid of the cause as well as give medicine.

6. Cold and hot lunches.

In school where it is necessary for the children to bring their lunches, some provision should be made for giving them hot foods. Probably the most satisfactory way of solving this problem is by supplementing the lunch box with hot soups and cocoa, etc.

A number of valuable and interesting projects may be found in such a school undertaking, namely:

- | | | |
|--|---|------------------|
| 1. Planning meals | } | Domestic Science |
| 2. Cooking meals | | |
| 3. Serving meals | | |
| 4. Keeping accounts—Arithmetic. | | |
| 5. Building a fireless cooker—Science. | | |

Difficulties are likely to be encountered by the teacher, but these can usually be overcome in some of the following ways:—

1. The town providing the equipment.
2. Possibly a public spirited individual may help.
3. Parents may be willing to provide all or part of the equipment.
4. Teacher and pupils may have to provide their own equipment or part of it through entertainments.

In any case, the teacher with the help of the pupils must make the community feel that she is promoting a cause that is without question for the good of the school.

1. Helpful suggestions for this work will be found under "The Teacher as a Community Leader" pp. 266 to 269 of Address "Health Education in Rural Schools."
2. State Bulletins on School Lunches—published by Vermont Extension Service, Burlington, Vermont.
7. The skin.

Study from a physiology—

The structure of the skin.

The skin as respiratory organ.

The skin as help in removal of waste matter.
8. The care of the hair.
9. The care of the nails.

GRADE VII

Home and Community Hygiene.

- I. Healthful housekeeping in the schoolroom.
 - I. Dust.
 - II. Sanitary drinking arrangements.
 - III. Care of toilets.
 - IV. Heating and ventilating.
- I. Dust.
 1. Why should we get rid of dust?
 - a. What does dust contain? Emphasize harmful contents.
 - b. Effect on people.
 - c. The breathing apparatus, nature and work.
 2. How may floors be swept and furniture dusted without filling the room with dust?

Catalogues for sanitary floor brushes, mops, sweeping compounds etc.
- II. Sanitary drinking arrangements.
 1. Discussion.

Is the present arrangement for drinking water in your school satisfactory?
 2. Diseases which may be carried by drinking cups.
 3. Right kind of drinking arrangements.
 - a. Describe some satisfactory arrangement for supplying a school with drinking water.

See Andress—pp. 27-28.

Catalogues of school supply firms.
 - b. Care of receptacle—Write a composition describing how the general water tank or pail in a schoolroom should be kept safe and clean for everybody.

Appoint a committee to carry this out.
 4. Care about source of water.

Care also must be taken as to where the school drinking water is obtained. See 8th grade

outline of study "Sanitation of the home—
part 1—drinking water."

5. Individual responsibility in keeping well.

a. Suppose there were a slacker in the school-room who shirked or half did his work when his turn came to clean and scald the water tank, would it matter much? Suppose he were not particular and took the first drinking cup he came to instead of his own. Suppose he had a cold and spit around the school grounds. What harm would such a person do in a community? What should the other members of this school do with such a slacker?

b. Things we can do to guard against disease. Don't go where sick people are. (It is not good for either the patient or visitor).

Do not drink after anyone.

Keep your hands away from the face. Don't touch the nose except with a clean handkerchief. (Handkerchiefs that have been lying around in the dust are sources of danger.)

Don't use other people's towels and wash cloths.

Don't bite finger nails, because they are bound to carry dust and filth.

Don't chew pencils, erasers, rulers, etc.

c. What is the teacher's part in the healthful housekeeping in a school?

III. Care of toilets.

Reference for teacher—"Health Education in Rural School"—Andress—pp. 127-144.

1. Seek to teach children the grave dangers of an unsanitary toilet.

Seek to win the disgust of the children for unclean conditions.

Seek to win their cooperation in bringing about the best possible conditions in their own school.

No better procedure for the teacher can be suggested than is found on pages 137-140 of the book mentioned above, (Andress).

2. Methods of making toilets sanitary.

a. Use of disinfectants. (Creoline, chloride of lime, lye, lime, ashes, etc.)

b. Tidiness of children in using them.

See suggestions under Grade I.

c. Best ways of building toilets.

Andress, pp. 127-144

3. Danger from the carrying of germs by flies.

See 8th grade outline—"Sanitation of Home—Outhouses, barns, etc—Flies."

IV. Heating and ventilating.

1. Fresh air and health.

a. Use of air in work done by the body.

Just as a person has to have wholesome food and water, he must have fresh air, if he is to be an energetic person.

b. Oxygen and carbon dioxide.

If a coal stove does not get air enough to unite with the carbon, part of the carbon is left over in the form of smoke and the fire does not furnish much heat. So with our bodies if we do not get fresh air, part of the carbon is left to be disposed of as waste matter in the blood, and only part is making energy.

2. The circulatory system.

a. Study (from any physiology or hygiene book)—

The circulatory system.

The heart.

Blood vessels (arteries, capillaries, veins).

The blood (plasma, white corpuscles, red corpuscles, lymph).

- b. Results expected from pupils.

Pupils should be able to describe the circulatory organs and tell how each functions.

They should be able to make a drawing— independent of books—and trace the course of the blood through the body.

3. Value of oxygen in the blood.

- a. Composition of fresh air.

Fresh air contains about four fifths nitrogen and one fifth oxygen.

- b. Composition of foul air.

When the air is shut up tight in a room and people are using out the oxygen and returning to the air carbon dioxide, moisture from the lungs and dust from the floor and clothing, the air becomes very much polluted.

- c. How to supply oxygen to the body.

A man sitting quietly needs about 3000 cubic feet of fresh air every hour, twice that amount if working.

4. Importance of correct breathing.

- a. Why learn to breathe correctly?

- b. How to breathe correctly.

What movements of the ribs and abdomen can be noticed in correct breathing?

What is "chest breathing?"

What arm movements in work and play promote deep breathing?

- c. Study of the breathing apparatus.

Study from any text book.

How air is drawn into the lungs.

The chest or thorax.

Inspiration and expiration.

Capacity of the lungs.

5. How to get circulation of the air.

a. How air moves in a room.

b. What causes air to move?

1. What causes circulation of the air in a room to start?

2. What causes the air at the ceiling—farthest from the stove to settle to the floor again?

3. Where does the air come from that takes the place of the heated air.

c. Special arrangements for heating and ventilating.

Describe the method of heating your own school building or room. Make a drawing showing the direction you think the air currents are flowing. Afterward prove whether your drawing is correct or not by testing the drafts with a candle and with perfumes (peppermint is excellent). How is your school ventilated, by windows or by special ventilating apparatus? Can it be improved? How? How does a fireplace help ventilate a room? What are the defects of the ordinary stove? Find out from reading how the "jacketed stove" is constructed and how it works. What improvements over the ordinary stove does the jacketed stove have in distributing warm fresh air in a room?

Study the hot air furnace. Trace the piping arrangement for distributing warm air through the building.

Explain how the top of the building will be just as warm or even warmer, than the floors near the furnace. Trace the

draft of the air currents from the hot air register through the room. Is there any arrangement for letting out the foul air?

Study steam and hot water system in a similar way.

Books that will help are:

Address—Health Education in Rural Schools.

Hodgdon—Elementary General Science.

The Waterbury Text Book of Heating & Ventilating—by The Waterman-Waterbury Company, Minneapolis, Minnesota. Smith System—Smith System Heating Co., Minneapolis, Minn.

GRADE VIII

Home and Community Hygiene.

A. Care of younger brothers and sisters.

1. Eating—proper foods, habits, regularity, washing hands.
2. Sleep—proper conditions, clean bed, different night clothes, length of time.
3. Prevention of accidents—remove dangers of all kinds.
4. Clothing—suited to season, clean,—care.

B. Sanitation in the home.

- I. Water, how to be sure it is pure.
- II. Outhouse, barns, and house drains—their care.
- III. Sanitation as related to the production of milk.

I. Drinking water.

What is good drinking water?—Purity, harmless mineral salts.

What is bad drinking water? Impure—harmful germs.

How may one know when water is fit to drink?

- a. Source—drinking water must be protected from surface water and from the drains of house and barn. The direction of these drains is often determined by the lay of the rock below the surface, therefore the placing of a well is a matter for careful consideration. (Consult Andress, pp. 124-145.)
- b. How to detect harmful matter in drinking water.

Simple sanitary water tests. (Consult "Domestic Water Supplies for the Farm" by Fuller—pp. 164-167).

How doubtful drinking water may be made safe for drinking.

- a. By boiling.
- b. By distillation.
- c. By filtration.

Investigate the preparation of drinking water for your own city or town.

Read the Bulletin, Water Supply, Paper 315,—"The Purification of Water Supplies," by George Johnson, Washington, D. C.

II. Outhouses, barn, and house drains.

(a. Danger to drinking water, see topic I.)

1. Danger to foods (milk included) through insect carriers.

- a. Flies (see Hodgdon)

References,—Ritchie p. 145-p. 22 picture.

—Bulletin of Public Health p. 4. Transmission of Disease by Flies, Washington, D. C.

—Health Education in Rural Schools—Andress, pp. 148-171.

2. Why the fly is a germ carrier.

- a. Life history of the fly.

See bulletin No. 155-U. S. Dept. of Agriculture.

How insects affect health in rural districts?

- b. Why are disease germs found in garbage and manure piles? (Gulick, Town and City).
- c. How many flies be gotten rid of? (Andress).

Flies seek for themselves and for their young the foods human beings eat.

Care of foods.

1. Mention several effective ways of securing foods against insect carriers.
 - a. Screening the house; food shelves.
 - b. Getting rid of breeding places.
 - c. Cleanliness of shelves, dishes, towels, and dish clothes.
2. Moulds.
 - a. What they are.

Moulds are annoying plants, which find good soil in our foods.

- b. What harmful effects do mouldy foods have on people?

3. Ferments in fruit and milk.

- a. What ferments are.

Read Ritchie's Primer of Sanitation, pp. 151-157.

Hodgdon's Elementary General Science.

III. Sanitation as related to the production of milk.

1. Read Town and City, pp. 149-164.
2. Tell the story of how milk is produced in Vermont.
 - a. Send to the Vermont Agricultural Experiment Station for up-to-date bulletins on Vermont Milk Production.
 - b. To the U. S. Department of Agriculture, Washington, D. C. for Bulletin 42—Facts about Milk, printed by government press, Washington, D. C.
 - b. Feeding the Family, by Rose, Macmillan Company, New York. pp—(see Index).

STUDY OF VERMONT

VERMONT GEOGRAPHY

OUTLINE FOR GRADE FOUR OR FIVE

I. *Study of home town:*

1. Sketch village on board, drawing lines for principal streets, locating school house, church, post office, stores, homes, railroads, factories, if any, and other places of interest. (This will probably take several lessons).
2. Visit creamery, saw mill, grist mill, quarry, or whatever business of the kind is found in your individual village. Talk about the visit the next day, fixing the essential points in mind.
3. Discuss the principal work carried on in the community. Why carried on? Discuss in detail.
4. The village as a local trade center. Roads leading in.
5. Take up the town as a whole, locating the other villages in the town, the lakes, rivers, mountains, etc.
6. Study the early settlement of town. (This can be found out by reference to the early town records). Why was town so named?

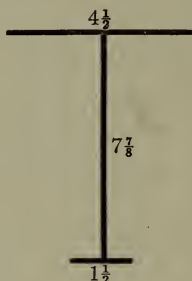
I. *Exploration:*

1. By the French.
 1. Champlain.
 - (a). Brief sketch of life.
 - (b). Discovery of Lake Champlain (locate)
 - (c). Battle with Iroquois.
 2. Fort St. Anne.
Dollier de Casson.

3. Indian settlement.
 - (a). Important tribes.
 - (b). Indian roads. (Draw a map showing these, and notice they follow river valleys—Why?)
2. By the English.
 1. Story of Jacob De Warm.
3. Indian Raids.
 1. Expedition against the Mohawks.
 2. Raids against Schenectady.
 3. Raids against Deerfield.

II. *Location and size of Vermont:*

1. Using 20 mi. to 1 in. draw lines representing length and breadth of Vermont.



2. What country is north; state and river east; state south; state and waters west?
3. Draw map of state using blue colors for water boundaries, and other colors for land boundaries

III. *Mountains and valleys:*

1. Review hill, mountain, and valley.
2. Take up Green Mountain range.
 - (a) Location.
 - (b) Length.
 - (c) Draw map showing ranges.
3. Locate range in S. W.

4. Locate and name valleys. Let child discover in which valley he lives.
5. Learn and locate principal peaks.
Jay, Mansfield, Camel's Hump, Pico, Killington, Hog-back, Ascutney, Equinox, Lincoln, Stratton, Haystack, Knox, Hor, Pisgah.
6. If the child lives near any of these, a trip up the mountain would be of value.

IV. *Rivers of Vermont:*

1. Study the Connecticut River system, or as much of it as affects Vermont.
 - (a) Beginning at the north teach the important branches, tracing each from its source.
 - (b) Use to which these branches are put. (Water power, log drives, ice, toll bridges). Be able to locate these branches on the map.
 - (c) Spring freshets.
2. Study the rivers flowing into Lake Memphremagog.
 - (a) Clyde, Barton, Black.
 - (b) Locate Lake Memphremagog.
3. Those that flow into Lake Champlain.
 - (a) Missisquoi, Lamoille, Winooski, Otter Creek, Poultney.
 - (b) Locate Lake Champlain.
4. If river flows through home town study that river in detail, taking imaginary boat trip up and down the river. Use map.

V. *Lakes and ponds of Vermont:*

1. Number. (About 330).
2. Lake Champlain.
 - (a) Origin of name.
 - (b) Location.
 - (c) Size.
 - (d) Islands—(Grand Isle county).

- (e) Indentations on east side.
- (f) Capes on east side.
- (g) Harbors; locate.
- (h) Importance of Lake. (To Indians; to us).
- (i) Light-houses. (Bring in pictures of others).
- (j) Its beauty.
- 3. Memphremagog.
 - (a) Compare with Lake Champlain.
 - (b) Importance.
- 4. Other important lakes.
 - (a) Willoughby, Seymour, Island Pond, Fairlee, Morey, Joe's Pond, Caspian, Dunmore, Bomoseen, St. Catherine.
 - (b) Visit, if any are situated near.
 - (c) Willoughby famous for its beauty and Morey where Samuel Morey experimented with steamboat.

VI. *Counties of Vermont:*

- 1. Definition of county. Number in Vermont.
- 2. Teach the counties in alphabetical order.
- 3. Locate each on map without hesitation.
- 4. Draw and color county map.
- 5. Take up home county in detail.
 - (a) Location.
 - (b) Bounded by what?
 - (c) Principal towns and cities.
 - (d) Mountains, lakes and rivers.
 - (e) Shire town. Why so called?
- 6. Locate shire town in each county.

VII. *Cities of Vermont:*

- 1. What makes a city? Number in Vermont.
- 2. Locate in counties.
- 3. What has caused growth of each?
- 4. Principal business of each.
- 5. Things of interest to traveler.

VIII. *Railroads of Vermont:*

1. Name.
2. Bring out the idea that they follow the river valleys. Why?
3. Take imaginary trips from home town to the different cities of Vermont, naming the principal towns passed through on the way. (Work these out on the map).
By means of post cards any description may be made very real.
4. Make a railroad map using a different colored crayon for each railroad.

IX. *Location of the principal institutions of Vermont:*

Locate on map: Capitol, Soldier's Home, State Experiment Station, State Agricultural School, University of Vermont, Middlebury College, Norwich University, State Prison, Normal Schools, other institutions.

X. *Industries of Vermont:*A. *Rock Products.*

Marble, granite, slate, asbestos, talc, soapstone.

A careful and detailed study should be made of these industries. Use the following outline:

1. Where found.
2. Kinds and uses of the rock. If a building stone find out important buildings made of it.
3. Value of the output; absolute and compared with other states.
4. Quarrying.
5. How prepared for market. Study the processes in the marble sheds and talc mills. Post cards showing nearly all the steps in quarrying and shed-work can be very easily obtained.

Write the Free Public Library Commission for photographs. The State Geologist's Report gives excellent accounts of the mineral resources of the state.

B. Farm Products.

1. Hay, butter, cheese.
Amount, quality, markets.
2. Grains and garden vegetables.
3. Apples and other orchard fruits.
4. Maple sugar.
History and growth of this industry; changes
in methods; value of output.
5. Cattle, horses, poultry.

C. Forest Products.

1. Kinds of timber.
2. Uses, markets.
3. Chief lumber centers of the state.

XI. Manufacturing in Vermont.

1. Manufactures peculiar to the state.
Scales, organs, machinery and others.
2. Chief manufacturing centers.

References.

Conant's Vermont. The Tuttle Co., Rutland.

Kimball's Vermont for Young Vermonters. D. Appleton & Co., New York.

Dodge's Advanced Geography, New England Edition. Rand, McNally & Co., or any standard text-book in Geography.

"Vermont, the Land of Green Mountains" issued by the Bureau of Publicity, Essex Junction, Vt.

"Vermont, the Green Mountain State," compiled by Frank L. Greene, published by the St. Albans Messenger Co., St. Albans. Maps and pamphlets can also be obtained from the various railroads in the state.

Walton's Vermont Register, for the current year.

Bulletins of the Agricultural Station at Burlington, and bulletins issued by the Commissioner of Agriculture may be obtained free.

Copies of the magazine "The Vermonter."

VERMONT HISTORY

GRADE SIX OR SEVEN

I. *Aims.*

1. To teach the main facts of the history of the state.
2. To teach the development of industries peculiar to the state and to show their value and importance.
3. To trace the growth and development of educational and social reforms.
4. To develop an interest in the state that will influence young people to remain in the state and help develop its resources.
5. To develop pride in the state and its institutions, not by unfavorable comparison with other states, but by a sense of deep appreciation of its great services and a fair and unbiased study of superiorities as well as defects and their remedies.
6. To develop a love for and appreciation of its scenery.

II. *Methods and Materials.*

1. The teacher must be alive to happenings in the state, keep posted through the newspapers, and be alert to avail herself of opportunities of obtaining information.

2. The teacher must avail herself of all local material, make friends in her neighborhood with all who know local history, and must make the history of the state and community a real and live interest to her pupils. "This happened not far from here." "How did this affect this particular community?" should be suggested on every possible occasion.

3. Use the topical method and teach *events* and not the text. Collect and organize material and require that it be presented in an orderly and logical form. Above all make the history of the state a matter of vital and personal interest.

4. *Material for Schoolroom use.*

Thompson's Vermont Gazetteer.

Conant's Vermont.

Kimball's Vermont for Young Vermonters.

Collins' History of Vermont.

Robinson's Vermont, A Study of Independence. Houghton, Mifflin & Co.

The Story of Vermont. *John L. Heaton*. D. Lothrop & Co.

The Burning of Royalton, Vermont. *Ivan Dunklee*. Geo. H. Ellis & Co., Boston.

Copies of the "Vermonters."

Copies of the Proceedings of the Vermont Historical Society.

"A Historical Booklet of the Discovery of Lake Champlain," prepared by Horace W. Bailey.

The teacher should write the Vermont State Library Commission, Montpelier, Vermont, for reference books and pamphlets and photographs. The Free Public Library Commission will also give valuable suggestions for finding and using material.

5. It is suggested that Vermont History be taught during the sixth year of Elementary School work.

I. *Discovery and Exploration.*

A. *Indian Occupancy.*

1. Territory known as "the Wilderness," probably debatable ground.

2. Indian tribes.

Iroquois—the Five Nations.

Algonquins—Pennacook, Massachusetts, Mohegan, Abnaki, or St. Francis.

Study the life and habits of Indian tribes and their relations to each other. This is necessary for a basis of understanding later events.

3. Indian villages.

Vernon, Newbury, Swanton.

4. Indian roads.

(a) The French road, by way of the Richelieu River and Lake Champlain to the Winooski; up the Winooski, portage to White, down the White to the Connecticut.

- (b) The Indian Road, Otter Creek and Black River.
- (c) The Third Road, St. Francis River, Lake Memphremagog, Passumpsic and Connecticut Rivers.

Trace these roads on the map.

B. *First Expeditions.*

1. Champlain, July, 1609.
Discovery of the Lake; the Lamoille River; attack on the Iroquois near what is now Ticonderoga; important results; French claims.
2. Fort St. Anne, 1666. Dollier de Casson.
3. Expedition against the Mohawks, October, 1666.
4. Raid against Schenectady. (Review briefly the character and the causes of the Inter-colonial Wars).
5. The first English expedition into Vermont. Jacob de Warm.
6. The raid against Deerfield. The Williams family.

C *First Settlements.*

1. The Equivalent Lands.
2. Fort Dummer.
3. The French Grants. Settlements at Alburg and Chimney Point.
4. Disputes over the maintenance of Fort Dummer and settlement of disputes over boundaries of New Hampshire and Massachusetts.
5. Line of forts on the Connecticut River.
6. Scouting parties. Captain Hobbs.
7. The French and Indian War. 1754-1763.
Taking of Fort Bridgman; taking of Crown Point and Ticonderoga; Roger's expedition

against the St. Francis Indians; the Military Road from Crown Point to Charlestown, N. H.; the Johnson captivity.

8. Conditions in what is now Vermont, at the close of the Intercolonial Wars.

II. *The New Hampshire Grants.*

A. *Early Grants.*

1. Bennington, 1749, 15 grants.
First settlement, 1761, Capt. Samuel Robinson.
2. Newbury, 1762.
3. Along the Connecticut River.

B. *Character of the Grants.*

1. Original proprietors.
2. New Hampshire Charters, terms and provisions.

C. *The Conflict with New York.*

1. Changed jurisdiction.
New York lays claim to New Hampshire Grants; basis of claims; New Hampshire defense; dispute adjusted by order of the king, 1764.
2. The Conflict.
Convention at Bennington, 1765; the New York Party; the Settlers' Claims; the Green Mountain Boys; Sheriff Ten Eyck; the affair at Otter Creek Falls; New York divides the Grants into Counties; rewards offered for the capture of the Green Mountain Boys; the Capture of Remember Baker; the Committees of safety; the Westminster Massacre, 1775; Concord, Lexington and the breaking out of war with Great Britain.

3. Social Conditions before the Revolution.
 - (a). Home life of the settlers; character of the people; houses, dress, amusements; means of travel; churches and schools; hunting and fishing.
 - (b). Industries; grist and saw mills; tanneries; maple sugar making; making potash.

III. *The Revolution.*

A. *Ticonderoga.*

Plans for capture; preparations; command disputed; taking the Fort; importance of the fort to the Americans.

B. *Americans gain Lake Champlain.*

Crown Point captured; capture of Major Skene; capture of English sloop at St. Johns; control of the Lake.

C. *Warner's First Regiment.*

D. *Invasion of Canada, 1775.*

Plans; reconnoitering expeditions; death of Remember Baker; attempt to take Montreal; capture of Ethan Allen; capture of St. Johns; capture of Montreal; attempt to capture Quebec; the retreat from Canada.

E. *On Lake Champlain, 1776.*

Two fleets built; battle near Valcour Island; Arnold's retreat; Carleton withdraws to Canada.

F. *Campaign of 1777.*

British plans; Burgoyne's advance; American defenses; evacuation of the Forts.
Hubbardton.
Bennington.

- G. *Other operations in Vermont.*
 - Building the Hazen Road. Trace on the map.
 - The Story of the Churchills.
 - The Burning of Royalton.
 - The Haldimand correspondence.

IV. *Building the State.*

- A. *The New Hampshire Grants.*
 - Review terms of Grants and town governments.
- B. *Steps toward Union.*
 - 1. Need for united action; Committees of Safety.
 - 2. Conventions.
 - Manchester, April, 1774.
 - Dorset, July 24, 1776.
 - Dorset, Sept. 25, 1776.
 - Westminster, Oct. 30, 1776.
 - Westminster, Jan. 15, 1777.
 - Committee appointed to draw Declaration of Independence.
 - Windsor, June 4, 1777.
 - 3. Constitutional Conventions.
 - First Meeting, Windsor, July 2, 1777.
 - Second Meeting, Windsor, December 24, 1777.
 - 4. Organization of the Government.

V. *Independent Sovereignty.*

- A. *Appeal to Congress for recognition.*
 - Opposition in Congress and reasons.
- B. *Annexations from New Hampshire and New York.*
 - Resolves in Congress asking for return of annexed territory; Vermont complies.
- C. *Negotiations with New York.*
- D. *Vermont admitted to the Union, March 4, 1791.*
- E. *Life of the People.*
 - Churches and schools; dress, travel, amusements; construction of roads; industries; Capt. Sam'l Morey, Mathew Lyon; political parties.

- VI. *The War of 1812.*
- A. *Causes of the War.*
 - B. *Attitude in Vermont toward the War.*
 - C. *Events.*
 - 1. Operations on Lake Champlain, 1812.
 - 2. Battle of Plattsburg, September 11, 1814.
 - 3. Effect of the war on conditions in Vermont.
- VII. *The Civil War.*
- A. *Causes of the War.* (Brief Review).
 - B. *Fort Sumter and the call for volunteers.*
 - C. *The Vermont Regiments.*
 - D. *The St. Albans Raid.*
- VIII. *The War with Spain.*
- A. *Vermont's Response to the call for Troops.*
 - B. *Distinguished Commanders.*
 - Admiral George Dewey.
 - Captain Charles Clark.
- IX. *The World War.*
- Vermont's part in the War.
 - Soldiers who participated.
 - Their services in France.
 - Vermonters who helped at home.
 - Food conservation.
 - Liberty Loans and thrift.
- X. *Special Topics for Study.*
- A. *Trade and Transportation.*
 - The Champlain Canal. Lake traffic, character and destination. Growth of railways. The first railroad in the state; principal lines in state.
 - Old Stage Routes.
 - B. *Manufacturing and Business Enterprises.*
 - C. *Temperance Laws in Vermont. The present Liquor Law.*
 - D. *The Anti-Slavery movement in Vermont. The Underground Railway.*

- E. *Political Parties.*
- F. *The different State Houses.*
- G. *The Formation of Counties.*
- H. *Establishment of the Senate, 1836.*
- I. *The Vermont Flag and Coat of Arms.*
- J. *The Fenian Raid.*
- K. *Education.*

The present system of public schools; sources of revenue for support of public schools; important changes in the school systems; expert supervision; teacher training. Colleges.

L. *Prominent Vermonters.*

In Politics. Justin S. Morrill, George F. Edmunds, Edward J. Phelps. Present Congressmen.
Writers. D. P. Thompson, Rowland Robinson, John G. Saxe, Julia C. R. Dorr, C. G. Eastman.
Artists. Thomas Powers, Larkin G. Mead.

This is only a partial list but the class should become familiar with the names of men prominent in politics of the present time, also with men and women of the state who are prominent in any field of activity.

VERMONT CIVICS

The purpose of this outline is to familiarize the pupils with the organization of town and state government, and to instruct them in their duties and privileges as citizens. Social and civic duties should be more strongly emphasized than the mere facts of civics.

The work is divided into two parts, the Intermediate Outline, to be developed in Grades 4 to 6, and the Advanced Outline, for Grades 7 or 8.

I. INTERMEDIATE OUTLINE

Teach home and school government. Lead the pupils to see that they are observing the fundamental forms of government in the organization of their team games in baseball, football, and clubs and societies. How would a game of ball be played with pleasure or profit if no rules were agreed upon or observed? What is the need of an umpire? Why does a community need laws? How do we consider a person who refuses to observe these laws? Should he be compelled to if he remains in the community? How? When and why should dues be paid in a club organization? Lead through this thought to the subject of taxes for public benefits.

Discuss the following subjects *but do not push* these subjects in the Intermediate Period beyond the comprehension of the pupils. Better wait until the Grammar Period as pupils are not prepared for details.

TOWN

Place before the pupils a map of the state with the counties and towns clearly marked. Let them locate their town, draw the same, and name the adjacent towns. Lead them to observe that towns are sections of a county as the counties are sections of a state, and a state a section of the United States. Show the reason for a town government; that a limited territory, as a town, has like interests and hence like obligations. Discuss in general

the building and repairs of town roads; the support of the town poor; building and repairing of town school houses and maintaining of schools and other matters of local interest.

Before Vermont was organized as a separate state, most of the towns were established by charters or grants from the governor of New Hampshire, hence the name New Hampshire Grants, which was in early days given to the territory which later became Vermont.

Incorporation of towns: General assembly empowered to constitute towns. It may create a town out of a part of another or unite two or more towns.

Number: In 1921 there are 242 organized towns, 8 unorganized towns or gores, and 7 cities. In March, 1922 Winooski will become the eighth city in the state. If there are 20 families in an unorganized town it *must* organize as a town and may if there are 15 families.

General elections: When? Commencing with the year 1914 to be held on the Tuesday after the first Monday in November of each even year, to elect representatives to Congress; state and county officers; town representatives. In years divisible by four a general election is held to elect presidential electors on the same day.

Voters: Citizens both men and women, with certain restrictions of age, residence, and freeman's oath. At local town or city meetings, voters must also have paid their taxes, including poll taxes.

Warning: The teacher should obtain a copy of the warning and with the pupils study its purpose and contents.

Method of election:

Same throughout the state.

Nomination of candidates.

Making of check list.

Preparation of ballots and voting places.

Voting and counting of votes.

General Election Officers: Constable, or in absence a selectman, or if he be disqualified, a justice of the peace. Four ballot clerks, two assistant clerks. Duties. Board of Civil Authority which counts the votes.

Local Town Meeting Time: Annual town meetings first Tuesday in March. Selectmen call special meeting. When? Warning. By whom? When? Where? Why? *The teacher should procure a warning and bring it before the class.* If possible attend with the class a town meeting, or if pupils attend, have the same reported in class.

Business of Meetings:

Election of moderator.

Election of town officers.

Important items of interest as set forth in the warning.

Method of voting:—Usually by a viva voce.

By a written demand of twenty voters, seasonably filed with the town clerk, certain officers must be elected by ballot or a check list used. In towns of more than eight thousand inhabitants the Australian method of the secret ballot is used. In towns of from three to eight thousand people it is by direct vote.

Officers—

	Duties
Moderator	
Town Clerk	"
School Director	"
Selectmen	"
Treasurer	"
Justice of the Peace	"
Overseer of the Poor	"
Constable	"
Auditors	"
Road Commissioner	"
Town Agent	"
Board of Civil Authority	" { Town Clerk { Duties
	" { Selectmen { of the
	" { Justices of Peace { board.
Listers	"

Discuss Taxation: Its purpose; grand list; poll tax; license; tax on peddlers, circuses, and auctioneers; inheritance, corporation and other taxes, local and state taxes.

It is not expected the discussion of the above subjects will be as detailed in the Intermediate Period as in the Grammar Period when the subject should be reviewed and more advanced thought given it. The pupils should know the names of their town officers and some of their duties.

Cities: Number in Vermont 7 (8 in 1922).

A special charter granted by the General Assembly.

Object—To administer local city affairs.

Wards—Divisions of city.

Principal officers of the city:

Mayor.

Board of Aldermen—Members elected from wards to make a legislative department.

Mayor and aldermen acting together make the City Council having control of the following departments: Fire department, street department, police department, school department. Each department should be worked out according to the city in which the school is located.

Cities in order of establishment—

Vergennes, Burlington, Rutland, Montpelier, Barre, St. Albans, Newport, Winooski (in 1922).

Villages:

Charter—How obtained. By special act of legislature.

Officers—Village president.

Three or more trustees or bailiffs.

Duties—Chiefly to care for and light the streets, lay out and care for the parks, to construct sewers, to maintain police force, and fire department, provide water supply, etc.

Counties:

Hang a map of the state before the class and locate the counties; bound by counties the county in which the pupils live. Notice number—14. Purpose of county organization—Chiefly for legal protection and justice and prevention of crime.

Shire town or county seat—Town in which is located the county court house, and jail. Each county has one such town except Bennington, which has two.

County Officers: Judges of probate.

Assistant judges.

Sheriff.

High bailiff.

State's attorney.

Clerk.

Auditor.

Treasurer.

Senator.

Length of term of each senator—How chosen.

Duties.

Congressional Districts:

Two for the election of representatives to Congress. First district—Counties of Addison, Bennington, Chittenden, Franklin, Grand Isle, Lamoille, Rutland. Second district—Counties of Caledonia, Essex, Orange, Orleans, Washington, Windham, Windsor.

GRAMMAR PERIOD

Give a thorough detailed review of the work as outlined under Intermediate Period. Study State and United States government.

STATE

Have before the class the map of Vermont upon which counties and towns are outlined. Locate the capital. Show pictures of state buildings. Give suggestive questions as: Why do we have a state government? How was the state formed? *Relate the civics closely to the state history.* What is a state constitution? When was Vermont made a state? Who is the chief official? Into how many departments is the government divided? What are they? Function of each?

Legislative Department.

Sessions—How often held?

Senate.

Number of members—Thirty.

How apportioned—How elected and eligibility. See State Constitution.

Term of office—Two years beginning with the first Wednesday after the first Monday of January following their election.

Salary—Four hundred dollars for the regular session, and twenty cents mileage between home and capital and return. (One charge per season).

Presiding Officer—Lieutenant-Governor—Salary—Eight hundred dollars for the regular session and twenty cents mileage between home and capital and return (One charge).

Secretary of the Senate—Salary \$10. per day.

Duties of Senators—See State Constitution.

The Senate elects a chaplain and a secretary who appoints an assistant secretary. These persons are not members of the Senate. Joint assembly of two houses. Officers elected.

Biennial Session—Beginning first Wednesday after the first Monday of January of the odd years.

Quorum—Majority of each house forms a quorum.

House of Representatives.

Number of Members—Each town or city has one representative.

Eligibility—Secs. 7, 8, 18, 26, State Constitution.

Term of Office—Two years.

Salary—Speaker of the House, same as presiding officer of Senate. Clerk \$12. per day. Members same as Senators.

Powers and Duties—See State Constitution.

Quorum—A majority of all members constitutes a quorum, except for raising a state tax, when two-thirds of the members must be present.

The class should study carefully, "The Making of Laws;" "Committees," and "Amendments."

EXECUTIVE DEPARTMENT

Officers—Governor, Lieutenant Governor, Auditor of Accounts, Treasurer, Secretary of State, Attorney General.

Election—First Tuesday after first Monday of November of the even years. Majority vote required. In case of no election

by freemen, the Senate and House of Representatives elect to fill the office.

Eligibility—See State Constitution.

Salaries—Salaries are fixed by Legislature. Governor—Annual salary \$3,000. Treasurer \$3,000. Secretary of State \$3,500. Auditor of Accounts \$3,500. Attorney General \$3,500.

In addition to salaries, state officers are allowed their expenses incurred in discharge of their duties.

Governor—Term two years.

Salary—Stated under Executive officers.

Qualifications—See State Constitution.

Powers and Duties—See State Constitution.

Lieutenant Governor—Term two years.

Salary—Stated under Executive officers.

Qualifications—See State Constitution.

Powers and Duties—See State Constitution.

Treasurer—Same outline as Lieutenant Governor.

Auditor of Accounts—Same outline as Lieutenant Governor.

Secretary of State—Same outline as Lieutenant Governor.

Attorney General—Same outline as Lieutenant Governor.

Duties—For duties of officials consult Vermont Legislative Directory for 1921.

Board of Education—Five members appointed by the Governor who have general charge of the educational system of the State.

School Unions—The various towns are arranged in groups or unions by the board of education. Each union is in charge of a district superintendent of schools. A town or city having thirty or more teachers may vote to be a district.

Union Superintendents—Supervisors of schools of towns united as a School Union.

Duties—Charge of school affairs in his union. Supervise purchasing and distribution of school books and supplies. Return reports of various facts to State School Department. Prepare course of study. Supervise work of pupils and teachers. Hear appeals from decision of school directors. For further duties refer to Manual of School Laws.

School Directors—Direct managers of schools.

Number—Three. One elected each year at town meeting.

Duties—Care of school property; determine number and location of the schools; employ and discharge teachers; appoint annually a superintendent of schools and fix his compensation. Furnish at expense of town text-books and appliances required by law.

Militia—See Sec. 22, State Constitution.

State Boards and Commissions as follows:

Bank Commission—Duties.

Board of Agriculture and Forestry—Duties.

Board of Health—Duties.

Public Service Commission.

Fish and Game Commissions.

Board of Penal Institutions.

Supervisor of Insane.

Library Commissions.

Board of Medical Registration.

JUDICIARY DEPARTMENT

Vested in a Supreme Court, County Court, Probate Court, Municipal or City Court, Justice of Peace. See Sec. 45.

Justices of Supreme Court and Superior Judges—How chosen—See Constitution, Articles 14, 17, 18, 24.

Salaries—Chief Justice \$5,500, associate justices \$5,000.

Municipal or City and Justice Courts. Minor cases. Cases may be appealed; cases may be tried by jury.

Probate Courts—Number, 20, each presided over by a single judge.

Power—Establish or disallow wills—select guardians—settle estates—consent to adoption of children—commit insane persons to State Insane Hospital, certain classes of juvenile offenders.

County Court—One superior judge, two assistant judges, two terms each year in each county, has original and exclusive jurisdiction of civil and criminal cases except those tried by justice of peace or municipal or city courts, appellate jurisdiction in cases appealed from lower courts. Cases may be carried to Supreme Court.

Supreme Court—Supreme Court, consists of chief justice and four associate justices. General terms held each year in January, February, May, October, and November at Montpelier and special terms at Rutland, St. Johnsbury and Brattleboro. Determines questions of law brought from lower courts, issues certain writs and processes to inferior courts, to corporations and individuals necessary to justice and law.

United States Courts—In the Judicial Department of the U. S., Vermont, New York, and Connecticut form the Second Circuit. Vermont constitutes by itself a single judicial district. The District Court holds regular sessions at Burlington, Rutland, Windsor and Brattleboro.

XIII. PENMANSHIP

The ends to be sought in teaching are evident:—

- 1st. The ability to write a clear, legible, even and beautiful script.
- 2nd. The ability to write with good speed.
- 3d. The maintenance of good, hygienic position.
- 4th. The habit of writing well at all times.

It will be noted that in a large sense the above ends are also the fundamental principles of methods to be employed. Hence it is essential that the teacher insist upon them in all written exercises, especially to see that the instructions and practices of the penmanship period are carried over into all other written exercises. Vigilance on the part of the teacher and the formation of correct habits by the pupil are of particular value in acquiring *and retaining* good penmanship.

The following points should be observed always, in all grades, in all written work.

1. *Good writing position.* (1) Back straight; (2) feet flat on floor; (3) head up; (4) both arms on desk; (5) body not twisted; (6) penholder or pencil held lightly and pointing over shoulder.

2. *Neatness.* All written exercises should be light, even in size, orderly in arrangement and clean (free from dirt, smooches and blots). These things go far toward securing good results. Light strokes make good control possible as well as producing a pleasing result, while heavy strokes prevent control. The child should continually watch out to see that the size of his letters remains the same, especially when engaged in unsupervised work in arithmetic, grammar, language, geography, etc. The teacher should in this connection give careful instruction for and insist upon the orderly, neat arrangement and execution of all written work. Especially see that paper and space enough are allowed to prevent crowding. Insist upon careful work and do not permit nor accept careless, slovenly, scrawling work.

3. *Freedom of movement.* This will be secured in lower

grades only by much practice at blackboard and in *large* writing on paper. Ordinary sized letters should be adopted not earlier than the third or fourth grade, and undersized letters must not be tolerated in any grade. The free arm movement should be cultivated from the outset, but especially from the beginning of the fourth grade.

4. *The correct formation and even spacing of letters.* This is accomplished by incessant study and practice of single letters and simple groups of letters until they are mastered. The points to be observed in this work are:—

1. Exact form of capitals and small letters as given in copy books or other models.
2. Smooth, round letters.
3. Proper width, height, and proportion of parts of letters.
4. Correct slant, constantly maintained.
5. Even, generous spacing. This is generally too much neglected. It should be developed by rhythmic counting, slides, movement exercises, and writing letters in series.
6. Execution with light strokes, good movement and position.

5. *Adoption and maintenance of one style for all work.* Much destructive work is done by variation of practice. (1) *All blackboard work, by teacher and pupils*, should be horizontal, as perfect and neat as possible, and like the system of penmanship used. (2) The same system of penmanship and methods of instruction must be used in all grades. Differences in individual teachers' methods are confusing and harmful. Study the system in use and conform to it absolutely. (3) Pupils must use the same style and method in all written work that is employed during the formal penmanship lesson. Anything else is *practice in a conflicting method* and will nullify regular instruction and render improvement difficult if not impossible.

6. *Attention to details.* Good handwriting, while it is largely an art, is one of very exact nature, and is acquired by strict observance of fine details of form and execution. The exact dotting of *i*'s, crossing of *t*'s, the even height of tall letters,

the equal size of similar loops and of the repeated units of *u*'s, *n*'s, and *m*'s, the maintenance of constant slant, the analysis and mastery of the form of capitals, the elimination or correction of little faults, unfaltering attention to neatness and arrangement—all such details must be observed and mastered in order to become good penmen.

7. *Development of proper speed.* This will vary greatly in lower grades where form is being learned and in upper grades where round, smooth letters, rhythm, movement and economy of time are emphasized. The teacher must exercise careful judgment in this matter, both for the class and the individuals. The following standard of speed (Freeman) is suggested for general (mixed) work.

Grades.....	II.	III.	IV.	V.	VI.	VII.	VIII.
Letters per min.	36	48	56	65	72	80	90

8. *Create and maintain interest and pride in the work.*

Devices to accomplish this are:—

1. Praise and commendation.
2. Display of good work on bulletin board.
3. Monthly or weekly papers marked and kept to show progress.
4. Use of measuring scales—Ayres, Gettysburg, Thorndike, Palmer, Zaner, etc.

THE WRITING LESSON

The writing lesson should not be held when the muscles are unsteady from physical exercise, nor should it be given when pupils are so exhausted as to render them incapable of strong concentration and of the proper exercise of will-power.

Movement exercises should precede the practice of letters, words and sentences.

Counting gives a rhythmical uniformity to movement, creates enthusiasm and sets the pace as to speed for practice. Exercises, principles, letters and letter exercises (letters joined) can be counted very successfully. In exercises, one count is given usual-

ly for each down stroke; in principles, one or two counts for each, and in letters, two or three counts for each.

At the beginning of each lesson, emphasize position of body, penholding, form and movement and give individual promptings during the lesson as occasion demands.

The blackboard should be used to illustrate form, to criticise common faults, and to instruct by example.

Form and movement are kept as closely related as possible at all times.

Help pupils to improve, first by finding the error; second, by explaining the cause; and third, by giving a remedy.

Devote one-half of each lesson to movement drills and muscle training, and the other to form and details of execution.

Ink on desks and floor, and unwiped pens are marks of slovenliness, which is not to be tolerated.

If copy-books are used, one book should last a pupil a year, as most of the practice should be done on practice paper. The work in the copy-books should be done under the direction of the teacher—it is but a record of progress. Such a record is rarely a record of value as the effort to do well retards movement. It is better to preserve specimens from regular work and make comparisons with previous specimens each month.

WORK BY GRADES

This will be fully given in the system of penmanship adopted. The work outlined should be carefully and rigorously followed. The teacher in this subject should adopt the method provided and perfect herself in its execution and presentation, and in no case endeavor to develop a different method of her own. The result in such a case will be disastrous to her pupils.

In addition to or application of general requirements for all grades the following points are suggested for special emphasis, in connection with whatever system is in use.

GRADE ONE

Drawing objects on blackboard which call for freestrokes—

hoops, balls, waves, illustrations of games. Tracing and copying letters and words on blackboard—large size.

Tracing and copying large size objects and letters on paper. Teacher should always place copy on board and illustrate execution.

Use at first unruled, then wide spaced paper. Use large, soft pencils that will write with little friction or pressure. Give much practice on simple letters involving principles of letters—*i, u, n, m, l, j, o, a*,—and easy capitals to develop control and uniformity.

See that letters and figures are made by proper stroking, not in freakish ways.

Time allotment: 15 minutes per day; 75 minutes per week.

GRADE TWO

Continue blackboard practice. Keep writing on paper large. Use wide spaced paper. Use pencils only.

Have desks clear, and paper placed at slight angle.

Secure hygienic position. Pay special attention to position of left-handed children. (Do not try to change pronounced cases to right handed writers).

Explain elements of letters, formation, execution very clearly. Pick out general errors and correct one at a time. Establish form and writing by drill.

Do not give children a large amount of unsupervised written exercises or copying for seat work.

Emphasize simple letters and words and well made capitals.

Small letters should not be less than $\frac{1}{4}$ inch nor more than $\frac{3}{8}$ inch high.

Use excellent blackboard copies very freely.

Time allotment: 15 minutes per day; 75 minutes per week.

GRADE THREE

Note suggestions for Grade Two and general suggestions for all grades.

Emphasize study and mastery of correct forms of letters in this grade.

Pay particular attention to uniformity of height, slant and shape of letters and evenness of spacing.

Do not over-emphasize movement drills, but see that position is good and movement free and easy.

Size of small letters should be about $\frac{3}{16}$ inch high—not smaller.

Insist that all written work shall conform to practice and standards set. Do not accept slovenly work.

Teacher's writing should set an example for the class.

Use ink in this grade, but sparingly.

Time allotment: 15 minutes per day; 75 minutes per week.

GRADE FOUR

Correct form should have been secured at the end of the third grade, also a good degree of uniformity in size, slant, form and spacing, a light smooth stroke, good position, and free, easy execution.

The particular task in this grade is to further perfect these things and to *fix good habits*.

Arm movement exercises should be now emphasized. Skill and speed should increase.

Pen and ink should be used in all drill exercises, and generally in written work.

Stress exercises upon elements and simple letters and words for perfect execution of details.

Note and follow general directions carefully.

Time allotment:—75 to 80 minutes weekly.

GRADES FIVE TO EIGHT

In these grades there is a strong likelihood of penmanship deteriorating through (1) carelessness, (2) excessive written work in other school subjects, (3) development of individuality, (4) indifference. This tendency must be constantly opposed. Interest must be aroused and kept up by various devices.

Skill in the art of penmanship—the attainment of fine hand-writing as a desirable accomplishment—must be sought for.

Work for *all* the elements of excellence—(1) legibility, (2)

evenness, (3) beauty, (4) style, (5) ease, (6) character, (7) speed, (8) movement, (9) good technique.

Emphasize continually necessity of application of these elements to all written work.

Study adaptation of penmanship to different uses—arithmetic, letters, outlines, bookkeeping, etc.

Teach forms and usages in business, social and formal correspondence.

Use measuring scales regularly.

Insist upon pupil's best work always.

Time allotment:—60 to 80 minutes weekly, not less than three formal lessons per week.

XIV. MUSIC

“Education means essentially the same whether the specific mode of thought be mathematics, language or music, and it carries into the realm of music the same laws of development of capacity to think that obtain in regard to other mental activities.”

ROSETTE G. COLE.

If we recognize as the aim in the study of music “the development of the capacity to think” along musical lines, we must expect to find results of music teaching both in school and out of school.

In school we should expect to find increased facility in group singing, better tonal quality, and an increasing appreciation of music. Out of school the results of the teaching should show in increased attendance at good concerts, larger number of students taking private lessons, more time given to singing in the home and an interest in local bands, orchestras, or choral societies, a demand for community singing, the purchase of a better type of records for talking machines and an improvement in the music of the church service.

TIME GIVEN TO MUSIC

Music is both an art and a science. The amount of time given to it as a science determines in a large part the effectiveness of the music work. Fifteen minutes a day, the time usually given, is not sufficient to develop both sides of the study. However, in some cases, so much attention is placed upon the science—the mere learning to read—that the music period ceases to be a joy. Of course there should be hard lessons since increased pleasure comes through the joy of mastering a difficult problem, but in our use of music as a science, let us not forget that music as an art exists because of the joy it gives. In whatever way the time is divided in the lesson period, the sense for what is

orderly and harmonious should be cultivated, and the class should gain a knowledge of tone quality, rhythm, pitch, loud or soft singing, phrasing, and articulation.

CHOICE OF MUSIC

The choice of music at first rests with the teacher. The standards of good taste in music are not based upon whether music is "classical" or popular. To be a good song for children a composition must first have satisfactory words. Let the poem be one the children can enjoy. Next, one should examine the melody, which should contain intervals easy to sing, the scale progressions, and the skips of the fundamental chords (like do-me-sol-do). Since children are usually fond of songs in which the rhythm is marked, it is better to choose songs with that in mind. There is a wide choice of music in the standard music books, but there are also poor songs in the best collection. A permanent song—one that has endured for several years—may be either grave or gay, modern, or classical, but it always has a life interest and is strong healthy music.

VOICE CULTURE

Very simple exercises are suggested in the course of study. They should help in establishing good tone quality and better breath control. To gain these essentials of good singing use exercises in which the singing tone is held throughout in a pure and beautiful quality. Whenever the force of the tone is subdued, remember to watch for and avoid the breathy tone that is the result of the child's first effort to sing softly. The breath must be behind the sound, not with it.

The room should be well ventilated and the air a little cooler than for ordinary school work. Singing is a physical exercise and not a relaxation, and if the room is too warm during a singing period the children find it difficult to sing true to the pitch.

The place of music on the school program should be carefully considered. Care should be taken to avoid having the singing period right after recess or any violent exercise. It follows best after hard mental labor.

EQUIPMENT

In regard to equipment, there is much to say. A city or town system provides its schools with music books. They are usually the property of the school. Sometimes books are purchased through the efforts of the children themselves. To be a well-equipped school, it is necessary that the children should each have a book, and the teacher's desk should be supplied with several books giving supplementary songs, also a tuning fork or pitch pipe and if possible there should be either a piano or organ. The following music series can all be used for good music teaching.

Hollis Dann Music Course
Progressive Music Series
New Education Music Course
Lyric Music Method
Natural Music Course
Harmonic Music Course
Eleanor Smith Music Course.

USE OF THE COURSE OF STUDY

The suggestions given in the book for a course in music can be carried out under any system of music study. A division of opinion among music teachers as to the advisability of when to begin to teach music reading makes no difference in the desirability of following a certain method of procedure after one does begin. It is recommended here that much stress be placed upon tune and time and tone quality through the use of rote singing in the first two grades. If this is well done it will develop the sense of pitch, a feeling for rhythm and an enjoyment of good music that will make better musicians later on in the grades. Anyone who would teach music reading the first week of school should use rote singing as a correlation, but should follow the suggestions for time and tune under Grade III, using them for the first three grades.

RURAL SCHOOLS

In the ungraded school, classes may be organized by putting the children from the first three grades together, and the others

in a single music class in which pupils in the upper grades may help those in the lower grades to acquire new things in the knowledge of music.

The combinations of pupils, however, must be determined by the teacher and while the grade lines may suggest groupings, circumstances may determine just which pupils work best together.

The following music books give a good choice for rural school work:

101 Best Songs.

Twice 55 Community Songs.

Progressive Series One-book Course.

Modern Music Series, One-book Course.

MUSICAL APPRECIATION

For this the school needs a graphophone and if there is none, the first efforts of the teacher should be to stimulate the children to work for one. Records may be borrowed as well as purchased. What have been called "listening lessons" constitute a large part of the teaching in appreciation, but it is true that children gain some knowledge of appreciation of music through the interpretations they give to every song they sing. The knowledge they gain through a musical performance as well as the close connection they get in feeling for the thought and meaning of a composer when they learn about his life and ways of thinking make for the best type of music appreciation. Still it is true that one can appreciate the beautiful in any art without the skill to perform it. Carefully cultivating the habit of listening so that musical ideas are formed will make intelligent critics of our children. This has been the aim in the suggested course in appreciation.

CLASS ROOM WORK

Daily.

Simple vocal exercises which may be used to lighten and soften children's voices. Review singing of songs already learned.

Sight reading exercises.

The study of new songs embodying quality of tone, rhythm, tone relationship, phrasing and mood with some advanced fundamental musical principle.

Monthly.

Study of composers, musical form and folk music.

Song composition.

GRADES I AND II

Rote songs taken up with the idea that the following results may be attained.

Voice Training.

A. Correction of monotones.

1st, the child without any previous musical experience is taught by imitation to use his undeveloped muscles.

2nd, the child who lacks a musical ear. Work with these children till they recognize short phrases.

3rd, abnormal children. These children need special treatment; usually the school doctor can help out.

B. Cultivation of free, sweet and natural tones.

Time.

Recognition of different rhythms.

March 4-4: March 2-4: Waltz 3-4: March 6-8:

Tune.

To sing the syllables of the scale. Also the tones of the following chords:

do-mi-sol-do

sol-ti-re

fa-la-do

la-do-mi

Interpretation.

Two ways of getting the interpretation from children.

1. By imitation of a good model.

2. By directing the child to think out for himself the best way to express the sentiments of the words.

GRADE III

In this grade the sense for pitch developed in the rote singing of grades 1 and 2 is carried on into singing from the staff.

Voice Training.

Practise breathing and tone exercises for about two minutes before each lesson. Avoid loud harsh tones but teach medium force. Keep true to pitch. Range should not go below c nor above f.

Time.

Take up the problem in music that appears in the song used.

The order of taking up the key signatures does not matter if the child learns to read by knowing where "do" is.

Teach the following signs during the year:—

Measure, beat, time, signatures, whole note, one-beat tone as shown by quarter note, two-beat tone by half-note.

Tune.

Scale reading, singing of skips and intervals from the board by imitation, then without help.

Staff of letters, C-Clef, bar, double bar, flat, sharp, key signatures, added lines.

Interpretation.

All interpretation taught first by imitation then by preparing the child to read and interpret the music for himself. See that he understands the meaning the composer had in mind. Be careful of phrasing for breath.

GRADE IV

In this grade the first steps are made toward singing the accidentals, also the difficulty of the divided beat.

Voice Training.

Add more exercises and make them more difficult. Be sure

room is full of fresh air for the music lesson. Remember breath control is the result of daily practice.

Time.

Teach divided beat and dotted notes.

Tune.

Drill on scale intervals, key signatures, how to find do in sharp keys, how to find do in flat keys.

Sharps approached step-wise from above—all sound like

do-ti-do, as	{	2-sharp 1-2
		3-sharp 2-3
		5-sharp 4-5
		6-sharp 5-6
		7-sharp 6-7

Interpretation.

Stress on good enunciation. Better sing in a foreign tongue than sing English so no one understands it.

All marks of expression and tempo in the songs must be explained by the children.

Interpretation of thoughts and feelings musically.

GRADE V

In this grade develop the use of the 6-8 rhythm and continue the work on accidentals begun in Grade IV.

Voice Training.

Watch children carefully, that they do not strain. Boys' voices are stronger and clearer than girls'. Stress on quality of tone in the exercises and the songs.

Time.

6-8 time, three tones to a beat, march time.

Teach triplets in connection with 6-8 march time so difference can be told.

Flats approached stepwise from below, sung like mi-fa-mi.

1-flat 2-1

2-flat 3-2

4-flat 3-4

5-flat 6-5

6-flat 7-6

The double flat; the double sharp natural, or cancel. Sing many rounds leading to two-part singing.

Interpretation.

Articulation of final s, d and t. Follow carefully all marks of expression and tempo. Teach that it is only in the unmarked song that we have the right to arrange these things for ourselves. Develop musical interpretation of thoughts and feelings.

GRADE VI

In this grade teach the chromatic scale as a whole and the time problems that arise with four tones to a beat—

Voice Training.

Fresh air, breath control, good tone and accurate pitch.

Boys' voices must be watched from now on.

Girls' voices must not be strained, they are growing weaker.

Time.

Triplet, divided triplet, four notes to a beat, one eighth and one sixteenth, dotted eighth and sixteenth.

Tune.

Chromatic tones sung stepwise and in scale. Three part songs if pupils are ready.

Interpretation.

Have pupils understand that speed, diction, and a knowledge of expression marks are a sign of musical culture.

Musical expression as before.

GRADE VII

Voice Training.

Take care not to strain any voices of either girls or boys.

Light singing.

Time.

Marks that signify meter in hymns. Syncopation.

Have some written exercises and drill in composition of melodies.

Tune.

Keep a steady review of all musical fundamentals. Relative minor scales.

Interpretation.

Attempt to get the historical and biographical setting.
Study emotional features and their manner of expression.

GRADE VIII

Voice Training.

The boys are beginning to find the use of their new voices.
Let them sing what is called tenor-alto in some music, but do not let them sing too low. Have many unison songs.

Time.

Rhythm and time studies in compound time and in recognizing time when the selection is played before they see the books.

Tune.

Major and minor scales, chromatic scales. All keys.

Interpretation.

Be sure pupils understand marks in songs studied. There should be some work on instruments. Thorough study of standard songs and selections.

TERMS OF NOTATION

Notation—The following terms of notation must be familiar to each teacher before she attempts to instruct a class.

Staff—Five horizontal lines and four equal spaces.

Leger lines, or Added Lines,—light lines below and above the staff.

A. B. C. D. E. F. G.—Pitches—the first seven letters of the alphabet by which tones are designated.

G Clef—fixes G upon the second line, around which it turns.

The staff thus marked is called the treble staff.

F Clef—fixes F upon the fourth line around which it turns. The staff thus marked is called the bass staff.

The Great Staff—The combined treble and bass staves, formerly written as an eleven line staff.

Brace—A vertical line which joins two or more staves.

Bar—A bar is one vertical line.

Double bar—a double bar is two vertical lines, or sometimes two *thick* vertical lines (called enlarged bars) with

Measure—The space between two bars, representing a group of strong and weak beats.

The Tie—The tie is a curved line joining two note heads on the same line or space of the staff. This indicates that the two notes are to be sung as one tone with the time value of both.

The Slur—The slur is a curved line placed over or under two or more notes on different lines or spaces of the staff and indicates that the notes so joined are to be sung to one syllable.

The Hold or Pause—A dot placed over or under a small curved line means that the note or rest near which it is placed is to be held longer than usual.

Repeat Signs—Repeat is shown by dots immediately before or after a bar. Music before the bar should be repeated. D. C. (*Da Capo*) means repeat from the beginning. D. S. (*Dal Signo*) means from the sign—repeat. *Al Fine* means to the end.

Characters Affecting Pitch—The Sharp raises the pitch represented by one half step. The double-sharp raises the pitch of a note one whole step and is used when a note has been previously sharpened in the signature or earlier in the same measure.

The Flat lowers the pitch of a note by one half-step. The double-flat lowers the pitch one whole step. It is used when a note has been previously flattened in the signature or earlier in the same measure.

The Natural or Cancel removes the effect of a sharp or flat.

It removes the effect of one of the two flats in double-flat and one of the two sharps in double sharp.

Interval—An interval is the difference in pitch between two tones.

Half-step—A half-step is the smallest interval used in modern music.

Step—A step is an interval containing two half-steps.

Degrees—Degrees are the lines and spaces of the staff. There are nine degrees of the staff. By the use of leger lines these may be extended.

Major third—A major third is an interval that embraces three staff degrees and contains two steps.

Minor third—A minor third is an interval that embraces three staff degrees and contains one step and one half-step.

Scale—A succession of tones within the octave following a fixed rule.

The Major Diatonic Scale—The major diatonic scale consists of a succession of steps and half-steps arranged as follows. Half-step between 3 and 4, and between 7 and 8, the rest steps. A major scale is so named because its first third is a major third.

The Chromatic Scale—Twelve tones within the octave ascending and descending by a regular succession of half-steps.

The Minor Scale—The Minor Diatonic Scale is one in which the first third is a minor third.

Harmonic Minor Scale—The harmonic minor scale is one that begins on the sixth tone of the diatonic major scale and raises its own seventh tone one half-step.

Normal Minor Scale—The normal minor scale begins on the sixth tone of the diatonic major and proceeds without raising the seventh tone.

Melodic Minor Scale—The melodic minor scale raises with accidentals the sixth and seventh tones of the normal minor in ascending, but returns to the normal scale in descending.

Key Signatures—Transposition by fifths, indicated by use of sharps.

Transposition by fourths, indicated by use of flats.

VOICE CULTURE

Stand for all of these exercises with feet placed so that the body is firm, chest up, chin slightly lifted.

1. For breath placing.

Raise the arms slowly while singing the tones of the ascending scale with syllable "loo." When scale is finished the backs of the hands should be together. Take a breath in this position. Notice how the breath is taken. Sing down, slowly letting arms fall to side. Repeat. Take two breaths. Now with arms at side take breath in same manner. Try to establish habit of abdominal breath control with this exercise. Vary it by using syllables of scale and the words of this song:

Up the hill we're climbing, climbing,

Down the hill we're sliding, sliding.

2. Breathing exercises without tones.

(1) Breath held for one-half minute.

(2) Take a full breath slowly, at first fifteen seconds, then increase time. Let it go all at once.

(3) Take a full breath quickly. Let it exhale slowly with a whispering sound—10 seconds, then increase length of time.

(4) Take slow breath and exhale slowly.

3. Breath Control.

For all practical purposes in singing it is necessary that the teacher recognize the different kinds of breathing. They are called abdominal, lateral and rib—and collar bone breathing. Of course proper breathing consists of a combination of abdominal and lateral breathing. Collar bone breathing so common among girls is absolutely incorrect. Do not attempt to be scientific in your explanation to the children but teach by suggestion and imitation. It is easy to tell a child that the open throat

will "make him feel as if he were about to yawn" but it is better to have him really think of producing tones well up in the head and forward in the mouth. It is a common fault for a class to vocalize beautifully but sing miserably. This is because the vowels are stressed so much in vocalization. Use consonants to begin and finish your vowel sounds before the exercise is over.

4. Breathing exercises with tone.

For breath control sing exercises with "loo" very slowly.

(a) With medium force.

(b) Very softly.

(c) Loudly with pure tone.

Have pupils learn to criticise their own loud and soft tones.

In the loud tone look out for the harsh quality.

In the soft tone see that it is not breathy.

- 5 For quality of tone on the vowel sounds a, e, i, o, u. The consonants should help to push the vowel sound farther forward in the mouth and also help in the formation of the echo tones that are called overtones and that enrich the pure singing tone.

MUSIC APPRECIATION

This should be begun in the first grade. The following books are recommended.

Listening Lessons in Music—Fryberger (Silver Burdett).

What we Hear in Music—Farlkner (Victor Company).

Victor Book of the Opera.

The Victor in Rural Schools.

The Victor Lessons in Appreciation in Elementary Schools.

The Columbia book of Music Appreciation.

All of these books give stories of some of the records. The last three books are to be found at stores where records are sold and are the gift of the companies.

GRADES I AND II

Music selected for these grades should have the story interest and also contain definite rhythmic feeling and beautiful melody.

In a Clock Store

Toymaker's Shop
Hunt in the Black Forest
Church Bells and Organ
American Patrol
Mammy's Song—Ware
Amaryllis—Old French
Baa-Baa-Black Sheep
Will o' the Wisp—Harp—Florence Hinkle
Yankee Doodle and Dixie
Bird Imitation—Kellogg
Melody in F. (Cello)—Kindler
Dvorak's Humoresque
Mocking Bird (whistling)
Slumber Boat—Gaynor
Song of the Chimes—(Gluck)
To a Wild Rose—MacDowell
Part IV—Overture William Tell
Sousa's Stars and Stripes Forever (band)
Soldier Boy (band)
Mr. Duck and Mr. Turkey—Klein
Ginger Cat—Wheeler
Babies in Toyland (Orchestra)
Mighty Lak a Rose—Alda
Flower Song (Cello)
Moment Musicale—Kreisler
Rondino—Elman

GRADES III TO IX

However the work is taken up it is well to remember that at the end of the course, children ought to be acquainted with the melodies of standard compositions and have the main facts of the lives of the composers who wrote them. The same judgment used in a literature course should prevail here. There are too many masterpieces to have read them all—a selection has to be made by someone in the hope that after lessons are done the pupil may have the desire to go on reading for himself. So in music there are standard pieces of music—many of them—and it

is well to base one's selection on the value of the music itself. There are two forms of expression, the voice and the musical instrument. Since the child is acquainted with the voice and since all part music is based on the writing for four and part voice music it is well to study the quality of the soprano, alto, tenor, and bass voices first. Next take up the record giving instruments of the orchestra and grade your records as soprano, alto, etc., to place the range of the instruments in the child's mind. After this take up the types of musical composition beginning with simple forms like folk songs and dances. From these proceed to the oratorio, opera, sonata form and symphony. The books named as reference books give fine lists of records. Good teaching results can be gained from a few records. Here are a few that will make a good base for future purchases:—

Band.

- 2 records giving instruments of the orchestra.
- 2 records giving Overture William Tell.
- A good Sousa march.

Violin.

- "Traumerei" by Schumann.

Voice.

- Soprano Song—Alma Gluck—Carry Me Back to Old Virginia.
- Tenor Solo—McCormack—(The Rosary or The Barcarolle)
- Baritone Solo—Alan Turner (Kathleen Mavourneen, male quartet).
- Ladies Trio—"Lift Thine Eyes."
- Male Quartet or Chorus (Pilgrim Chorus, Anvil Chorus.)
- Orchestra—Overture "Midsummer Night's Dream."
- Opera—Miserere from Il Trovatore in English.

SUGGESTIVE ROTE SONGS FOR GRADES 1, 2, & 3

Material for at least fifteen of these should be taught during the year.

Song Primer:

- Cradle Song; Jack Frost; The Clock; Soldier Boys.

Mother Goose:

Little Jack Horner; Jack and Jill; Jack be Nimble; See Saw.

Christmas Carols:

Away in a Manager; The First Noel; Silent Night.

Nature Songs for Children:

Call of the Crow; Feeding the Chickens; Snow Balls; Kite Time; Patriotic Hymn.

Small Songs for Small Singers:

The Chicken; Wise Old Owl; Blue Bird; Mr. Duck and Mr. Turkey; Tick Tock.

Songs for a Little Child's Day:

Bold Snow Man; In the Bethlehem Stable; Plums in Winter.

Songs for the Child World:

Rub-a-dub-dub; Pussy Willow; Blowing Bubbles; Merry Xmas.

Folk Songs for Children:

Jolly Miller; The Fir Tree; Morning Soldier Song; Duke Marlborough; The Clear Cool Pond; Shepherd Maiden; Farmyard Song; Three Little Kittens; Old King Cole; Baa-Baa-Black Sheep; Do, Baby, Do; Swallow, Good Bye; Little Cock Sparrow.

Eleanor Smith Music Course:

Songs for little children:

Morning Prayer; All The Birds Have Come Again; The North Wind Doth Blow; I Love Little Pussy; Sleep, Baby, Sleep; Flag Song.

Smith-Rieger Song Book:

Coasting Song; Cuckoo Song; March Song; Pussy Willow; Wind's Song; Buttercup Lady; Lincoln Song; Sunny Southland; Top Song; Boat Song; Little Tulip; Merry March Wind; Rain Song; Pop Corn Song; In Apple Blossom Time; April Song; Happy Spring; Lady Daffodil.

Songs and Games for Little Ones:

Morning Hymn; Can'st Thou Count the Stars; All the Birds Have Come Again; The Little New Year; Shine Out,

Oh, Blessed Star; Five Little Chickadees.

Education Music Course:

O Tiny Boat; Coasting.

Jessie Gaynor:

The Slumber Boat.

Modern Music Series, Book 1:

Winter Song; The Drum; Marching Song.

Modern Music Series, Book II:

Hurrah for the Flag.

Melodic First Reader:

The Ginger Cat.

Progressive Manual Book 1:

Choo-choo; Indian Song; Swing Song; Good Morning, O
Christmas Tree; Farmyard Song.

Hollis Dann, Book 1:

Husha-bye Baby; Children Go, To and Fro; Robin's Song;
Easter Hare; Little Pussy Willow; My Valentine; Jolly
Santa Claus.

Beginner's Book of Songs:

Swing, Cradle Swing; The Shadow Man; Marching Song;
How do You Like to Go up in a Swing; Father Christmas.

Patriotic Songs that children should be able to recognize and
know on leaving school.

Battle Hymn of the Republic; America the Beautiful;
Star Spangled Banner; America; Red, White, and Blue;
Land of Greatness, Home of Glory.

General:

Tramp, Tramp, Tramp; Tenting on the Old Camp Ground;
Blue Bells of Scotland; Bonnie Doon; Annie Laurie;
Auld Lang Syne; Sweet and Low; Home Sweet Home;
Old Oaken Bucket; Happy Farmer—Schumann; Over
the Summer Sea—Verdi; Soldier's Farewell—Kinke;
In the Gloaming—Harrison; Old Folks at Home—Foster;
Old Black Joe—Foster; Dixie—Emmett; Massa's in de
Cold, Cold Ground—Foster; Soldiers' Chorus from Faust;
Ben Bolt; Juanita; Men of Harlech.

College Songs:

Upidee; Where Has My Little Dog Gone; I've Lost my Doggie; Solomon Levi; There is a Tavern; My Bonnie Lies Over the Ocean; Seeing Nellie Home; Spanish Cavalier; Boola; Jingle Bells; The Mountains—Williams; Blue and Grey—Princeton; Cheer for Old Amherst; Three Cheers for Harvard; Down the Line for Harvard; Yale; Adelphi; Dartmouth; Oberlin; Wellesley, etc., songs.

Christmas Carols:

It Came Upon the Midnight; Hark, The Herald Angels Sing; Little Town of Bethlehem; Silent Night—Gruber; First Noel; Angels we Have Seen on High; Three Kings of Orient; Joy to the World; Nazareth—Gounod.

Hymns:

O, Come, All Ye Faithful; The Lord Is My Shepherd—Koschat; Onward, Christian Soldiers—Sullivan; Palms; Jerusalem, The Golden; Come, Ye Thankful People, Come; Creation (The Spacious Firmament on High); Still, Still With Thee; Come Thou Almighty King; Holy, Holy, Holy.

Books of Children's Songs:

Bullard, Cavue: Song Child—Boston Music Co.
 Bently, Alys: Song Primer—Barnes, Teachers' Ed. \$1.00.
 DeKoven: Songs of Childhood, Field—Scribner \$1.00.
 Elliott: Mother Goose Melodies.
 Ginn & Company: Christmas Carols.
 Grant-Schaefer; Seven Little Songs—Clayton F. Summy Co.
 Hadow: Songs of the British Isles—Novello.
 Hills: Song Stories for Kindergarten—Clayton F. Summy Co.
 Jenks & Rust: Song Echoes No. 2—Ditson.
 Knowlton: Nature Songs for Children—Milton Bradley.
 Kipling: Just So Song Book—Doubleday.
 Messner: Art Song Cycle, pt. 1—Silver Burdett.
 Neidlinger, W. H.: Small Songs for Small Singers—Schirmer \$2.00.
 Osgood: Rounds, Carols and Songs—Ditson.
 Place: Song Year Book—Silver Burdett.

Poulsson & Smith; Songs of a Little Child's Day—Milton Bradley.

Pratt: St. Nicholas Songs—Century \$1.25.

Riley, Gaynor: Songs of the Child World, No. 1—Church.

Riley, Gaynor: Songs of the Child World, No. 2—Church.

Riley, Gaynor: Lilts and Lyrics—Clayton F. Summy Co.

Radcliffe, Whitehead: Folk Songs for Children—Ditson.

Smith, Eleanor: Music Course—American Book Co.

Smith, Eleanor: Songs for Little Children, pt. 2—Milton Bradley.

Smith, Eleanor: Primer—Silver Burdett.

Sousa, John Philip: National Patriotic Airs of All Lands—Coleman \$1.00.

Smith, Rieger: Song Book—Flannagan & Co.

Stevenson: Stevenson Song Book—Schirmer.

Stevenson: Stevenson Song Book—Scribner \$1.00.

Tomline: Souvenir Song Book.

Yerhune, Alice: Barnyard Ballads for Children—Scribner \$1.25.

Wiggin: Kindergarten Chimes—Dutton.

Walker & Jenks: Songs and Games for Little Ones—Ditson.

Ward & Smith: Singing Verses for Children—Macmillan.

Ginn & Company: New Education Music Course Bk. 1, Teachers' Ed.

Ginn & Company: Codas.

Silver Burdett: Progressive Music Series, Bk. 1, Manual.

Silver Burdett: Beacon Series.

American Book Co.: Hollis Dann Music Course, First Year.

Scott Foresman & Co.; Lyric Music Method, Primer.

Scott Foresman & Co.: Lyric Music Method, First Reader.

Cable Co.: Beginners Book of Songs.

Schirmer: Boston Rote Song Music, Lurette & Davison.

American Book Co.: Modern Music Series, Bk. 1.

Material for upper grade songs.

101 Best Songs.

Songs Every One Should Know—Johnson.

Twice 55 Songs—Birchard.

Songs We Like To Sing.

Laurel Song Book—Birchard.

Christmas Carols—Ginn.

Advanced Books in Music Series listed above.

XV. DRAWING

FOREWORD

The Aims of Art Education in Elementary Schools

Recognizing the fact that every child or adult must be a designer, whether he realizes it or not; that he must design either poorly or well each time he arranges a room, chooses a tie, writes a page, hangs a picture, buys a costume or in any other way exercises his judgment in arranging or choosing colors and shapes, it should be the purpose of Art Education to develop that individual's power to make fine choices and arrangements. It is the special aim to present this course in such a simple way that every teacher and child can comprehend and successfully use the principles of fine spacing and color. We are not preparing pupils for art courses in high schools or studios, but for every day living. The children are to be the producers and consumers of the future; we aim, therefore, *to raise the art quality of our American products by giving to "all of the children of all of the people" the power to produce or to choose only the things which are in good taste.*

Mediums of Art Expression to be Used in This Course

The use of water color and pencil technique is omitted from this course, in the belief that they require a skill as difficult in Art as is the technique of the violin in Music. Taught by the trained specialist to the talented pupil, these Art subjects have their place; their place is not, however, in a course given to the average class by the regular classroom teacher.

Since talented and trained Art teachers are few, and the pupils include "all of the children of all of the people," we shall, in the short time allotted to the teaching of Industrial Art in the public schools, attempt primarily to give to all a feeling for orderly arrangements of colors and shapes. And, since "Beauty is a supreme example of order" and "All Art is arrangement," we must start with a study of orderly arrangements before we can

teach the subtle distinctions between the merely orderly and the fine arrangements. No material lends itself so well to this purpose as does cut paper.

Cut paper has been challenged by some as a "Kindergarten method." It is, nevertheless, being used by colleges, art schools, designers of costume and stage settings, and other agencies of this class, because it permits of an infinite number of arrangements; whereas, in crayon, pencil or brush work each stroke is final, and a thoughtful and satisfactory arrangement is not so easily secured. It has for years been a slogan of Art teachers that "Drawing develops power of observation." The cutting of trees, letters, toys and other objects also develops observation, plus a knowledge of form and a skill and accuracy in working with the hands. That skill is only a by-product, however; we work for good judgment, and we see the results when the children show discrimination in their choice of colors for their costumes, rooms and every other phase of their environment.

The Outline of Big Problems

which follows shows those problems to be undertaken in the attempt to develop good taste in the children of the elementary schools of Vermont.

- I. Theory of Color.
- II. Design.
- III. Lettering.
- IV. Gift Work.
- V. Poster Design.
- VI. Costume Design.
- VII. Object Drawing.
- VIII. Interior Decoration.
- IX. Nature Drawing and Design.

In addition to this course, there will be offered seasonable projects for Thanksgiving, Christmas, Easter and all other holidays of special historical interest.

The books referred to are the Industrial Art Text Books by Snow and Froehlich, the *Shorter Course*, published by the A. S. Barnes Co. A set of these books in each school will greatly

simplify the work in Industrial Art. No other Industrial Art books present so simply and clearly the projects which may be successfully taught to the children in the schools.

The illustrations in this Course are used by courtesy of the National School Digest and of the A. S. Barnes Co., publishers of the Industrial Art Text Books.

Note:—Throughout the year the courses in Industrial Art should be as closely related as possible to the home life, the playground, and the school interests of the children. It is impossible to give a list of the innumerable correlations which will occur to the wide awake teacher. Such correlations should by all means take precedence over the course of study whenever they are so used as to enrich the contents and to develop power in the child.

Ordering and Handling Materials

In the one-room rural school or single classroom it is advisable to have the materials kept by the teacher and distributed as needed for each lesson. When a very small quantity of a given color is needed the teacher should cut a sheet of paper into pieces of the required size, thereby economizing materials. The paste should be distributed in very small quantities on bits of cardboard or paper, with a toothpick or small stick to use as a substitute for a paste brush. In the average lesson a bit of paste as large as a pea is sufficient. When a larger quantity is given the children waste it and do not paste as neatly or well as with the right amount.

In ordering materials for a class of forty pupils the following list is suggested:

For Each Child: 1 ruler, 1 pencil, 1 pair pointed scissors.

For the Class:

9"x12" thin colored paper as follows:

- | | |
|-------------------------|------------------|
| 1 package red | 1 package blue |
| 1 package orange | 1 package violet |
| 1 package yellow | 2 packages black |
| 2 packages green | 2 packages white |
| 4 packages gray manilla | 9"x12" |

- 4 packages cream manilla 9"x12"
- 1 package cross section paper ($\frac{1}{4}$ in. squares) 9"x12"
- 1 package cross section paper ($\frac{1}{2}$ in. squares) 9"x12"
- 1 package light blue construction paper 9"x12"
- 1 package light green 1 package light brown
- 1 package dark green 1 package dark brown
- 2 packages black construction paper 9"x12"
- 1 package white drawing paper 9"x12"
- 2 packages dark gray construction paper 9"x12"
- 2 packages assorted tints and shades (for grades above the Fourth)

3 quarts paste (Stixit or Adhezo or Glupaste or other paste containing glue).

This supply should, if handled economically, be adequate for a year's work. It is desirable that each child shall have a box of colored crayons containing red, orange, yellow, green, blue, violet, black and brown.

In a one-room rural school with fifteen or twenty students, the following order is suggested:

4 packages assorted thin colored paper 9"x12" (red, orange, yellow, green, blue, violet).

2 packages black paper 9"x12".

4 packages assorted construction papers 9"x12".

1 package $\frac{1}{4}$ inch cross section paper 9"x12".

1 package $\frac{1}{2}$ inch cross section paper 9"x12".

2 packages white drawing paper.

2 packages cream manilla.

2 packages gray manilla.

2 quarts paste.

1 package dark gray construction paper.

Scissors, pencil and ruler for each child.

By the use of home-made paste, bits of colored paper cut from magazines, wrapping paper, wall paper, etc., the ingenious teacher may be able to greatly economize in her order for materials. Many of the problems given in this course may be taught without the purchase of any materials. It is, however, desirable that the children have the opportunity to use the correct colors

and become familiar with them in their true values and intensities, if it is possible to furnish the materials described above.

Subject Matter of Entire Course

In the first four grades the main points to be taught are the names of the colors, the use of simple rhythmic designs, the handling of materials, neat workmanship and the importance of orderly arrangement. None of these need be developed into statements but all should be learned through experience. The growth in power during these first years is more rapid than at any other time.

In the upper four grades the children should learn more definitely the color facts and their application to their environment. They should develop judgment as to variety and harmony in design and should have frequent discussions of appropriate colors and materials for varying uses. In every possible way their lessons in color and design should be closely related to their life interests as members of the community. These simple school projects should develop good taste in the children who are to be the consumers and producers of the future. Teachers should not judge results by the yearly exhibitions, but by the power shown by each child to discriminate between ugly and beautiful arrangements of colors and shapes.

GRADES ONE AND TWO

September and October—Color Theory and Design.

Note. *The problems marked with a star are those recommended to be used by rural schools. The entire course is written for graded schools. The Text Books referred to are the Industrial Art Text Books by Snow and Froehlich, published by A. S. Barnes Co., Shorter Course.

*1. Teach the children to recognize the colors, red, orange, yellow, green, blue, violet and to name them in their order. Instead of a technical term let them call them the "rainbow colors." If possible, each teacher should have a large color chart hung in the classroom. See Industrial Art Text Book I.

*2. Have children bring to school objects, bits of cloth, colored paper, leaves, flowers, etc. and name the colors until they can recognize each color. Have many conversational lessons on the colors.

*3. Using such interesting devices as the balloon man, blowing bubbles, the juggler, a pile of blocks, etc., have the children use the six standard colors of cut paper with the neutrals black, white or gray. Mount on 9 x 12 manilla paper; gray, white or cream—The balloon man, etc., should be of black.

*4. With colored crayon or "stick printing" have the children make simple borders consisting of a row of squares or circles, or other simple shapes, using one color on a neutral background. Discuss music "keeping time" and soldiers "keeping step." Call these borders "marching shapes." By every possible illustration develop the idea of rhythmic repetition. Let the children find illustrations in wall paper, textiles, linoleums, etc. See Industrial Art Text Book,—Shorter Course Book I pp. 5-8.

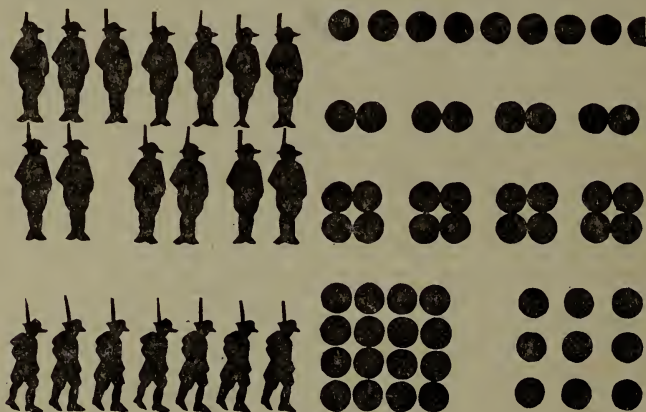


PLATE I

5. Make borders in which two sizes are used, such as a large and a small square or circle alternating. Make other arrangements of these squares to form a border. In this, as in lesson 4, use a single color with a neutral background. Apply to a booklet for any purpose.

6. Using the same simple forms on squared paper make various surface arrangements, using a regiment of soldiers to illustrate the importance of straight lines and equal spaces. Fold a piece of this decorated paper to make a card case or small box or envelope. See Indus. Art Text Book I., page 10. See Plate I on preceding page.

*7. Make a border of pumpkins or black cats for a Halloween booklets. Give the children patterns for the cats. The design may be of crayon or cut paper.

*8. Optional Halloween projects such as lanterns, masks, etc. By keeping to simplicity and orderly arrangement these should have as much educational value as they have interest for the children.

November-December—Constructive Design and Holiday Projects.

*9. Teach children to fold a square into 16 parts. Be sure they can do this very well before attempting to make finished objects.

*10. Make from 16 fold a basket for the Thanksgiving table. Decorate with simple border of orange colored shapes.

11. From a folded paper cut a small basket shape of brown or cream paper. Fill it with pasted fruit shapes of colored papers and use as a place card.

12. With the 16 fold make a colonial cradle and log cabin. Directions may generally be found in current educational magazines.

*13. Illustrate the Pilgrim story in crayon or cut paper or on the sand table.

*14. Make boxes for Christmas candies and gifts using the 16 fold or very simple measurements. See Ind. Art Text Book I, pp. 48-49.

*15. Make decorations for the Christmas tree; bells, wreaths, stars, etc.

16. Make scrap books to send to hospitals, arranging each page carefully and decorating the cover with a neat border or a picture from a magazine. See Text Book I., pp. 18-19.

*17. Cut from dark green paper a Christmas tree. Cut a tub from red paper. Decorate with candles, gifts, etc. Use thought and judgment as to the danger of spoiling the beauty of the tree by over decoration.

January-February—Lettering and Holiday Projects.

*18. Using squared paper and scissors have the children



PLATE II.

cut the simplest letters of the alphabet L, I, T, H, E, F. On page 300 of this course of study are the diagrams of all of the letters. Follow these by C, O, U, J, D, and S. The teacher should direct the work very carefully from the blackboard. On a large oblong 6"x15", divided into 2" squares indicate each cut to be made, by a line drawn with colored chalk.

*19. Under a cut paper house paste the word *House*, thus making the first simple poster. The words School, Fish, Doll, Field, etc., may also be made from this first group of letters. The letters should be very close together and in horizontal lines.

*20. Following in the order of their difficulty teach B, P, R, G, N, Z, K, X, Q. The last five, which are generally made from a folded, paper V, A, Y, M, W, are not easy for little children. If the teacher sees fit, it is permissible to give patterns for these letters until the children are able to make their own.

*21. Make a simple envelope to hold the letter patterns made by the children. These patterns are ready for use on all occasions. The teacher may use an ordinary letter envelope as a pattern.

22. From appropriately colored papers cut the words, Red, Orange, Yellow, Green, Blue, Violet and mount each on a separate piece of cream or gray manilla paper. Remember to have the letters very close together. Mount with margin on every side, the widest margin below the letters.

*23. Make valentines, trying to emphasize the beauty of simplicity; as for instance, a border of hearts on a small folder.

*24. Make, with cut paper or crayons, our flag and under it the letters "U. S. A.," or "Our Flag" or similar title. Use a piece of ruled tablet paper as a basis for the flag adding the red stripes, blue field, etc. As this is a problem involving neatness, orderly arrangement and knowledge of our flag, the teacher may cut the red strips for the children, who are unable as yet to measure accurately.

25. Illustrate a parade of marching children with flags. This may be done in crayon or cut paper.

26. Optional patriotic projects, such as soldier hats for the parade, soldier dolls, guns, cannon, etc.

March-April—Costume Design and House Decorations.

*27. Dress paper dolls in a single bright color with black, white or gray as for instance, red sweater, gray trousers, red cap, etc. The dolls may be hektographed by the teacher, or cut from magazines. See Text Book I. pp. 21-27.



PLATE V.

28. Dress paper dolls or a rag doll as little Red Riding Hood or other characters of favorite stories.

29. Discuss kinds of clothes worn to school or to church, in summer or winter, in Eskimo lands or tropics, studying the importance of fitness to purpose. Book II, p. 26. -



Eskimo Japanese Indian Mexican Mexican Spanish Russian

PLATE VI. DOLLS OF THE NATIONS

30. Dress paper dolls to fit various occasions, occupations, nationalities, etc. Correlate with English and Geography.

*31. Easter projects such as cards, baskets, posters, etc., using flowers, rabbits and other appropriate symbols of the season. These shapes may be found in current magazines or Ind. Art Bk. I, pp. 68-69.

*32-34. Make and furnish a doll's house. Using a hat box or grocery box as the house, paper the walls with plain paper

of quiet tone, make windows, doors, etc. Emphasize the importance of light neutral tones on walls as backgrounds for the objects in the room. Using the sixteen square or the method described in Book I. pp. 27-33 make furniture for the doll's house. The importance of neatness, simplicity and orderly arrangement may be taught in this play project. The furniture and rugs should be placed parallel to the walls of the room, not across the corners. The curtains and table covers of cloth or paper should be decorated, with simple borders. The rug should be very simple in design and quiet in tone. It may be made of cut paper or woven on a loom such as the one shown in Bk. I. pp. 34-35.

*35. Make May baskets from the folded square.

*36. Make drawings or cuttings of garden implements, wheelbarrow, watering pot, rake, etc. Arrange neatly and mount on a contrasting background. See Bk. I, p. 56.

*37. Make drawings or cuttings of the simplest tree forms such as poplar, maple, oak. Mount each tree on a separate sheet.

*38. From the large simple flower forms make drawings or cuttings.

39. Make a booklet with simple cover to contain drawings of flowers.

*40. Illustrate "My Garden" using blue sky, green grass, garden gate and flowers such as hollyhocks.

41. Make simple landscapes of sky, grass and a single tree.

GRADES THREE AND FOUR

September-October—Color Theory and Design.

*1. Review the six colors and teach the name "standard colors." With water colors demonstrate that Red, Yellow and Blue are primary colors which may be mixed to make all of the other colors. Have the children observe that Red and Yellow make Orange, Blue and Yellow make Green, and Blue and Red make Violet; and teach them that these colors which are made from two primary colors are called Secondary or Binary colors. In these grades we will continue the use of the six standard colors

with the neutrals; white, black and gray,—adding the knowledge and use of the terms standard, primary and binary. A color chart hung in the classroom will be a valuable aid in teaching color.

2. Have the children cut small circles of the six colors and paste them in a color circle in order that they may grow familiar with their relative position in the circle. See Industrial Art Text Books Book II; p. 6.

3. Cut Japanese lantern shapes of the six colors with black bands at top and bottom and group them nicely on a sheet of light neutral tones paper. Each child should plan his own grouping.

*4. Use the six colors in making a basket of fruit from observation of actual fruits. The basket may be black on a light background; or light on a black background. The red apples, the oranges, yellow bananas and pears, green leaves, blue plums and violet grapes bring in all of the six colors. Used with the word *Fruit* this will make a pleasing autumn poster including drawing, color theory, design and lettering. The letters, close together, and close to the basket of fruit; should be placed with a wider margin below than any of the other margins of the poster.

5. With stick printing or colored crayons make simple surface designs and borders reviewing the principle of rhythmic repetition (see discussion for Grades 1-2). Use these on booklets, envelopes, bags, aprons, or on paper napkins. See Industrial Art Text Books pp. 6-14.



PLATE IX.

Use a border of these shapes on a nature booklet or an envelope for saving seeds.

7. Fold a long, narrow paper several times and cut a series of balanced units such as trees, flowers, dolls, etc. Make a number of these until good ones are obtained. Such borders are useful in decorating the objects made in school. They offer an interesting illustration of rhythmic repetition.

*6. After practising with scrap paper cut balanced units from folded colored paper using trees or flowers as the motive.

*8. Halloween projects such as the making of decorations for a party.

9. Fold a circle of paper into eight parts and cut openings of *varying sizes and shapes*.

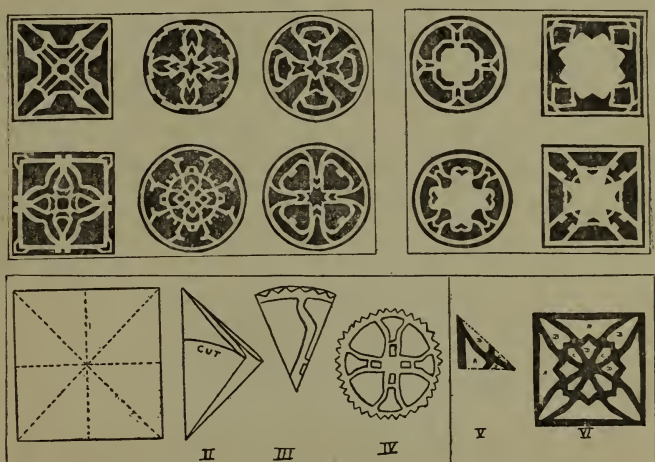


PLATE X.

November-December—Constructive Design and Holiday Projects.

10. Make a pin ball by covering two circular cardboards with cloth and sewing them neatly together. Apply with colored crayons a stencil design (as taught in 8). Pin the stencil in position before using crayons. Press with a warm iron to fix the color. It may be decorated with stitches as shown in Book II, p. 44.

*11. Teach use of ruler, especially inch and half inch. Many careful lessons are needed to insure careful ruler work. Any good teacher can do this ruler work well.

*12. Make the flags of Belgium, France, England, etc., in connection with Armistice Day.

13. Make collars, cuffs, buckles and cape for a Pilgrim costume either for a child, a doll or paper doll. Make various objects illustrating life in Holland. If possible have a Dutch sand table with wind-mills, canals, boats and dolls dressed in the native costume. In the third grade an Indian sand table with wigwams, canoes, bow and arrow. If sand tables are not available an ordinary table, a corner of the classroom or playground may be used. Dress real dolls, if possible, as Indians, Pilgrims, Dutch, etc.

*14. Make square and oblong boxes for Christmas candies. Emphasize careful measurements. Decorate with design made by cutting folded paper. Use red, white and green for Christmas boxes.

15. Cut from folded paper conventional Christmas trees, candle sticks and holly wreaths for use on greeting cards.

16. Make fireplace of cut paper with stockings and gifts. Avoid confusion and over decoration.

OBJECT DRAWING

January-February—Lettering and Holiday Projects.

*17-18. Using the same alphabet taught in the lower grades, require more perfect letters cut from $\frac{1}{4}$ " cross section paper. Each child should make a complete alphabet and an envelope for it.

19. Drawings of Christmas Toys used on Toy posters.

*20. From colored papers cut the holiday dates—February 12—Lincoln's Birthday, February 14—St. Valentine's Day, February 22—Washington's Birthday, mount neatly and space well.

21. Make valentines from folded paper with heart motive.

*22. Study the costumes of Washington's and Lincoln's

time and dress paper dolls in these costumes. Make a poster using our flag or shield with lettering.

23. Make a poster illustrating winter sports. This may be made very large as a class project.

March-April—Costume and Interior.

*24. Design clothes for gardening, house work, sports, parties, etc. Discuss materials, colors and suitability. (See Industrial Art Books Book II, Pages 23-28.)

25. Study clothes worn by postman, nurse, boy scout, policeman, etc. Discuss reasons for these clothes.

26. Dressing a home made rag doll—

Cut, backstitch and stuff a 12 inch doll. Dress in striped percale rompers and hat to match. Collars and cuffs of white muslin. Stitches used are basting, backstitching, hemming, gathering, sewing on buttons and snaps.

*27. Easter cards and posters. Emphasize simplicity and good spacing.

*28-29. Further work with ruler in making furniture for doll's house. (Industrial Art Text Book II, pp. 29-34). Sewing of curtains, overdrapes, runners, portieres and bed coverings. Rug woven on loom made by boys.



PLATE XIII.

Make of wood or cardboard a room to hold the furniture. Study the kind of wall paper to be used, the rugs, curtains, etc. Where wood is obtainable the boys may make this furniture of wood. If tactfully handled these lessons will influence the homes of the children. Emphasize simplicity, order, plain wall tones, etc.

30. Make May baskets. Book II pp. 46-47.

May-June—Nature and Design.

31. Draw garden utensils. Have the children bring the objects to school and make large simple drawings with chalk and crayon. Bk. II, pp. 54-55.

*32. Flower drawings in crayon, cut paper or brush silhouette. Careful study of characteristics of each flower. Large specimens are best for this grade.

33. Flower drawings as a motive for design—Used on booklet cover. Cut these from folded paper with some real flower in mind.

*34. Study of trees such as elm, spruce, cedar, walnut, apple, etc. These may be of crayon, cut paper or brush silhouette. They should be made from real trees.

*35. Trees as design motives on tree booklet.—Cut from folded paper.

36. Simple landscapes including sky, water, distance and foreground. The water reflects the color of the sky.

37. Garden posters to use in a campaign for better gardens.

38. Illustrations of gardening, picnics, sails, races or other interesting vacation activities. (References for grades III-IV. Indus. Art Text Book II).

GRADES FIVE AND SIX

Color Theory and Design.

1. Review the standard, primary and binary colors. Books I-II.

*2. Teach by demonstration tints and shades and their uses in costume, home, etc. A tint is lighter than a standard color. A shade is darker than a standard color.

3. Surface and border designs using tints and shades.

*4. Color hektographed landscape or conventional design or flower composition in arrangements of standard, tint and shade.

5. Fold a circle or square into eight parts and cut openings of varying sizes and shapes to make good designs, finish in tints and shades. See illustration X.

6. Fold a long strip of paper and cut openings of varying sizes and shapes to get good border designs. See Illustration XV.

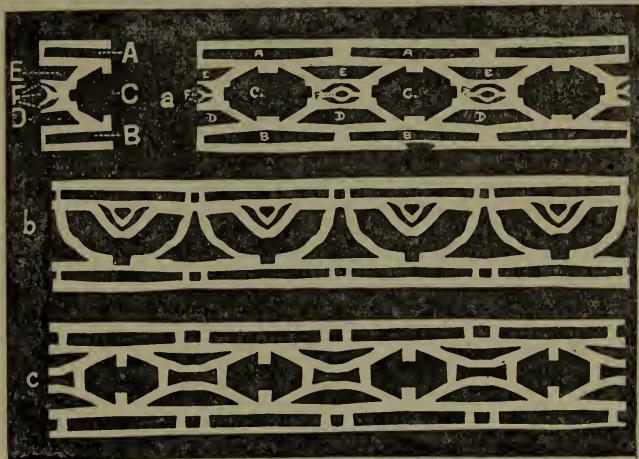


PLATE XV.

7. Optional Halloween projects.

November-December—Constructive Design and Holiday Projects.

8. Designs for cover of Thanksgiving book.

9. Teach use of ruler, emphasizing accuracy. In these grades the $\frac{1}{4}$ " should be taught. Working drawings of cube, square prism and simple objects should be made.

*10. With simple book binding make a book containing work in English, mounted pictures and illustrations of the first Thanksgiving. (Industrial Art Book II, pp. 10 and 11. See Illustration XVI.

11. Designs for place cards and favors for Thanksgiving table and discussion of tasteful table arrangement and decorations for Thanksgiving. Emphasize the beauty of orderly arrangement and simplicity rather than the confusion of over-decoration.

*12. With panels of surface design made with crayon or

stick printing decorate a gift box. (See Industrial Art Text Book IV, p. 16).

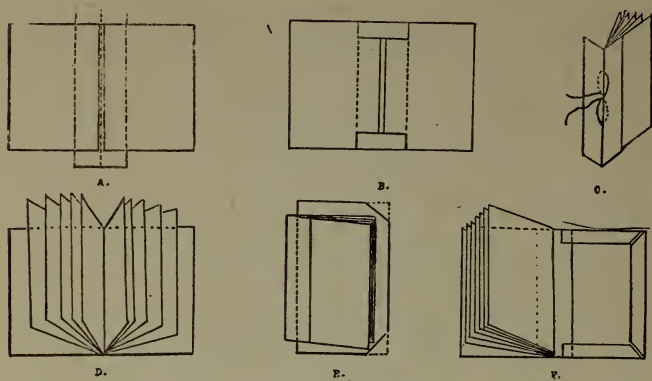


PLATE XVI.

13. If materials are available have children crochet edge of wash-cloth. Book II. pp. 36-37.

14. With paper cut design, decorate a handkerchief case or shopping bag. The folded square or circle cut in openings of varying sizes and shapes makes good decorations for these articles. See Illustration X.

*15. From bright colored magazine advertisements make paper beads for Christmas gifts. This offers a problem in color harmony, arrangement and good workmanship. A triangular strip 1" wide and 12" long may be rolled into an oval bead. A straight strip 1"x12" will make a cylindrical bead. Finish with shellac.

January-February—Lettering, Object Drawing and Holiday Projects.

16. If the children have successfully made the alphabet from squared paper in previous grades they may make two new sets of patterns from $\frac{1}{4}$ " and 1-8" squares for use on posters. If not, teach lettering as indicated for preceding grades.

17. Cutting of a free hand alphabet from oblongs of paper. This may seem difficult at first but can be well done after a few

lessons emphasizing the importance of uniform width in the parts of the letters. (See Industrial Art Text Book II, p. 16.)

18. Using an automobile advertisement from a magazine as a pattern let each child make a poster for an auto show or to advertise his favorite car. Emphasize the following points:

1. Strong contrasts.
2. Good margins (widest at bottom).
3. Letters close together in horizontal lines and close to the poster shapes to which they refer. Letters of some dominant color in the poster.
4. A border of some dominant color in the poster.

19. Make posters to advertise the school or community entertainments for Lincoln's or Washington's birthday. Lettering of cut paper may be used with magazine pictures.

20. Better English posters or health posters.

*21. Object drawing of utensils or vehicles of interest to children. These should be the result of careful study of form.

22. Much practice in sketching with pencil from objects and from memory, to give the children power to express themselves by pencil sketches.

March-April—Costume and Interior.

*23. Collect samples of dress goods, wall papers, cretonnes etc., and arrange from them some plans for rooms and costumes. These may be attained by having children write to large firms requesting samples. From year to year preserve these to make a reference collection.

*24. Have children plan costume to go with a given sample.

*25. Have children select from fashion books a tasteful spring outfit and plan color schemes.

26. Let each child make a miniature room with original color scheme of standard, tints and shades. The walls and floor of cardboard should be hinged together with cloth. 2 side walls $4\frac{1}{2}'' \times 6''$. Back wall $4\frac{1}{2}'' \times 7''$. Floor $6'' \times 7\frac{1}{2}''$.

The color schemes given below should be placed on the board for the children to read and each child to decide what scheme he wishes to use. (Unless the teacher has had considerable

experience in teaching color harmonies, it will be safer for her to use these schemes than to experiment with other, thereby risking inharmonious results).

A discussion of the effect of colors on various rooms should be held before the actual construction work begins. The warmer colors—tints and shades of yellow, orange and red—should be used in rooms which are not sunny, as they create the effect of warmth and light. In a sunny, southern room, the cooler colors or neutrals—grays, greens and blues—may be used to make the room seem quiet and restful and not too glaringly bright. A light yellow room flooded with sunlight would be so light as to be uncomfortable to the occupant, while a dark, northern room with green or blue walls would be depressing and gloomy.

The effect of horizontal and vertical lines may also be discussed, although it is not particularly applicable to these rooms which the children are constructing—they are neither too high nor too low.

Horizontal lines such as picture mouldings, and borders and flounces at the top of window curtains, have a tendency to reduce the height of a room. Vertical lines have the opposite effect, giving an impression of height. These facts may be brought out by comparing the appearance of two rooms of identical dimensions in which the two types of line arrangement have been emphasized.

	I	II	III	IV	V
Walls	Light Green	Light Gray	Light Tan	Medium Brown	Light Blue
Wood	Brown	White	Brown	Dark Brown	White
Furniture	Dark Brown	Dark Gray	Dark Brown	Darkest Brown	Light Brown
Portiere	Dark Green Yellow Stripe	Blue with Orange Stripes	Blue and Orange and Black	Dull Orange	Blue with Tan Border
Upholstery	Dark Green	Blue	Blue	Dull Orange	Blue
Flowers	Orange and Red	Red, Yellow and Orange	Orange and Yellow	Orange and Yellow	Orange
Lamp Shade	Yellow	Yellow or Orange	Yellow or Orange	Yellow	Orange
Rug	Dark and Light Green	Blue and Gray	Dark and Light Brown	Dark and light Brown	Blue and Orange
Curtains	Yellow with Green Stripe	Cream with Bright Stripes	Yellow with Brown Border	Cream with Orange Stripes	Cream with Blue Border

Suggestions for Color Schemes

*27. Easter cards using original bisymmetric cuttings of rabbits, flowers, chickens, etc.

May-June—Nature and Design.

28. With brush, pencil, crayon or cut paper make studies of spring flowers and arrange them well in a space.

*29. Make careful pencil drawings of flower details to be used as design motives. In Nature study many careful drawings will also be needed.

*30. Using either square paper or cut paper make units of design based on the drawings made. (Industrial Art Book III. pp. 65-67).

*31. Use these design motives on a string box. Book III, p. 68.

*32. Posters for the campaign for better gardens.

33. Simple landscapes in standard, tint, and shade.

*34. Birds used to make plant sticks. (See Industrial Art Text Book IV, p. 49 and Book II, pp. 48-49).

GRADES VII AND VIII

September-October—Color and Design.

*1. Review standards, primary and binary colors, tints and shades.

Teach complementary colors as the colors opposite to each other in the color circle which when mixed together will make gray. Develop the fact that complements when used together tend to make each other appear more brilliant. Apply the theory of complementary color in discussing rooms, costumes, etc. Fold a circle of black paper in 6 parts and cut openings to make an original color circle.

*2. Teach analagous colors as those adjoining each other in the color circle.

*3. By discussion and many illustrations develop the fact that we should use the brightest colors in small quantities and the duller colors in large spaces. Equal areas of either complementary or analagous colors in their full intensity do not give a

good harmony. To illustrate—In a room furnished with greens a very little red is good, but a bright red rug or curtains would be

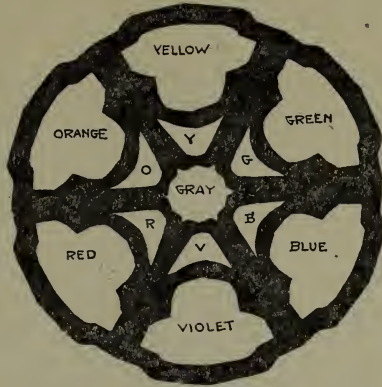


PLATE XVII.

bad. On a dark dress a bit of orange for complementary harmony or a bit of bright green for analogous harmony is in good taste but large quantities of these colors are not in good taste. In posters and masquerade costumes the intense colors are used but not in equal areas and always neutralized by black and white. These principles should be applied throughout the year to every problem undertaken.

4-5. Careful drawings of autumn flowers. Teach the difference between representation, decorative arrangement and conventional design. Make all three of these from the same flower. (See Industrial Art Text Book 4, pp. 64-67).

6. Finish some of the designs in analogous and complementary harmonies.

7. Make a design from nature motive and apply it to a note book cover for Nature Study or an envelope for seeds. (See Illustration).

8. Design place cards for Halloween or plan decorations for the Halloween party or make candle shades with Halloween motives.

9-12. *November-December—Constructive Design and Holiday Projects.*

In the Junior High these two months should be spent in designing for the shops and sewing classes as far as possible.



PLATE XVIII.

Greeting cards, place cards, gift boxes, aprons, bags, etc, should occupy this time, applying color theory and design to each project. Some classes may make several objects and some may use the whole time on a single object requiring much careful work. The girls will like to crochet the objects shown in Book III, pp. 38-39. Another good project is given on pp. 42-43. Working drawings should be made of all shop projects as illustrated in Books III and IV.

January-February—Lettering and Object Drawing.

13. Careful study of good letter forms. Each student should make a good cut paper alphabet and a good alphabet with ink.

14. Make posters for school activities or for neighboring stores.

15. Cylindrical perspective.

Teach the drawing of cylindrical objects below the eye. The teacher should thoroughly understand this subject before presenting it. (See Industrial Art Text Books III and IV under Object Drawing.

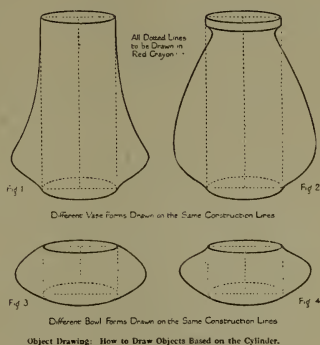


PLATE XIX.

16. Collect from magazines a number of good illustrations of cylindrical perspective such as cans, bottles, tires, barrels, etc. Mount on chart for permanent reference.

17. Using barrels or peck measure with fruit or vegetables make posters for sales of home produce. Made on a wooden board and covered with shellac these may be used for roadside advertising.

18. Study circles above the eye and draw a group of lanterns for use on poster for lawn party.

19. Much freehand pencil sketching from objects and memory should be done to give power in free expression of ideas.

March-April—Costume and Interior.

20. Using fashion figures as patterns, design costumes for individual types.

21. Make collection of samples and choose good color combinations for various costumes, discussing fitness to purpose.

22. Design costumes for certain types and occasions, showing sample of goods from which each is to be made.

23. Girls design embroidery for garment to be made in sewing class. Meanwhile boys design for printing class. If

there is no printing class let them design and make a bird house, first making plans and working drawings. Book III. p. 50.

24. Plan the redecoration of the classroom. If possible have the boys and girls share in the actual work of improving the classroom. A light tint of soft brown alabastine or muresco might be used on the walls by the boys.

25. Discuss the effect of color on the light of a room; the effect of line on the height of a room, the importance of quiet tones on walls, the danger of too many "spotty" objects in a room, etc. Collect from magazines pictures of good and bad rooms. Mount these carefully as part of a permanent reference collection.

26. From collections of samples plan color scheme for an actual room, drawn to scale. Try it in complementary harmony or analagous harmony. Use bright colors only in small spaces.

Note: A valuable reference for the upper grades is "Costume Design and House Planning" by Estelle Izor, published by Atkinson, Menzer Co.



PLATE XX. SUGGESTIONS FOR NOTEBOOK COVERS

27. With pencil or crayon make careful studies of spring flowers.

28. From any flower you choose, make

1. Realistic drawing.

2. Decorative design.

3. Conventional design. See Illustration XVIII.

Also see Ind. Art Book IV, p. 64-65.

29. Use the decorative or conventional designs on booklets or commencement programs.

30. Application of floral designs to a knitting bag. Book IV, p. 68-69.

31. Make collections from magazines of landscapes. Mount on a chart. With these, and the surrounding landscape as motives have each child make an original landscape composition in black, white and one bright color (orange for instance).

Combined with lettering use these landscapes on "Boost Vermont" posters, vacation posters, etc.

JUNIOR HIGH

In the Junior High the theory of color and design and costume and interior may be taught as in other grades. Book IV will be a valuable reference. Every possible opportunity to design for the industrial processes should be improved. The spacing of printing, the decorative designs for printed cards, the forms of objects to be made in shops, the designs to be applied to sewing, etc., are more valuable and worth while than any abstract problems. Because of the varied equipments and courses in Junior High Schools it is not possible to make a course to fit them all. Every possible application of design to the industries and other subjects should be made. Pencil sketching of familiar objects, and working drawings of articles made in manual training should also be taught. Note books for English, Civics, History, etc., may be made and illustrated. No grades are richer in opportunities for vital correlations than those included in the Junior High.

XVI. BOOKS FOR TEACHERS' PROFESSIONAL READING

A list is given here of desirable books for professional reading. Most of them are general in their nature. Other reference books are given under separate subjects.

Advice to individual teachers concerning professional reading will be gladly given at any time.

I. *Psychology and Child Study*

- | | |
|---------------------------------------|--|
| Bachman, Frank P. | Principles of Elementary Education, D. C. Heath & Co., \$1.25 |
| Bagley, Wm. C. | The Educative Process
The Macmillan Co., \$1.25 |
| Betts, George H. | The Mind and its Education
D. Appleton & Co., \$1.25 |
| Colvin, Stephen S. &
Bagley, W. C. | Human Behavior
The Macmillan Co., \$1.25 |
| Dewey, John | Democracy and Education
The Macmillan Co., \$1.40 |
| Hall, G. Stanley | Aspects of Child Life and Education, Ginn & Co., \$1.50 |
| James, William | Talks to Teachers on Psychology
Henry Holt & Co., \$1.50 |
| James, William | Briefer Course in Psychology
Henry Holt & Co., \$1.50 |
| Rowe, Stuart H. | Habit Formation and the Science of Teaching, Longmans, Green & Co., \$1.50 |
| Thorndike, Edward
L. | Elements of Psychology
A. G. Seller \$1.25 |

II. *Pedagogy and General Methods.*

- | | |
|---|---------------------------|
| Baltimore County Public Schools Course of Study | Warwick & York, Baltimore |
| | \$2.75 |

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|--|---|
| Bryan, Elmer B. | The Basis of Practical Teaching
Silver Burdett & Co., |
| Charters, W. W. | Methods of Teaching
Row, Peterson & Co., \$1.25 |
| Dewey, John | How We Think
D. C. Heath & Co., \$1.00 |
| Earhart, Lida B. | Types of Teaching
Houghton Mifflin Co., \$1.25 |
| Kendall, Calvin N. &
Mirick, G. A. | How to Teach the Fundamental
Subjects
Houghton Mifflin Co., \$1.25 |
| Kennedy, Joseph | Fundamentals in Methods
The Macmillan Co., \$1.25 |
| Klapper, Paul | Principles of Educational Prac-
tice, D. Appleton & Co., |
| Lincoln, Lillian I. | Everyday Pedagogy
Ginn & Co., \$1.00 |
| McMurry, Frank M. | How to Study and Teaching How
to Study
Houghton Mifflin Co., \$1.25 |
| O'Shea, M. V. | Everyday Problems in Teaching
The Bobbs-Merrill Co., \$1.25 |
| Strayer, George D. | A Brief Course in the Teaching
Process, The Macmillan Co.,
\$1.25 |
| Strayer, George D. &
Northworthy, Naomi | How to Teach
The Macmillan Co., \$1.30 |
| Thorndike, Edward L. | Education
The Macmillan Co., \$1.25 |

III. *School Administration and Management.*

- | | |
|--------------------------|---|
| Bagley, William C. | School Discipline
The Macmillan Co., \$1.25 |
| Colgrove, Chauncey
P. | The Teacher and the School
Chas. Scribner's Sons Co., \$1.25 |

Cubberley, Ellwood P.	Public School Administration Houghton Mifflin Co., \$2.50
Johnson, George E.	What to do at Recess Ginn & Co., \$.25
Morehouse, Frances M.	The Discipline of the School D. C. Heath & Co., \$1.25
Salisbury, Albert	School Management Row, Peterson & Co., \$1.00
Sears, J. B.	Classroom Organization and Control Houghton Mifflin Co., \$2.25
Seeley, Levi	A New School Management Hinds, Noble & Eldredge \$1.25
Waits, Harmon E.	Practical Problems of the School Benjamin H. Sanborn & Co., \$1.75

IV. *Rural School Problems*

Betts, George H. & Hall, Otis E.	Better Rural Schools The Bobbs-Merrill Co., \$1.25
Carney, Mabel	Country Life and the Country School Silver, Burdett & Co., \$1.25
Culter, H. M. & Stone, Julia M.	The Rural School: Its Methods Silver, Burdett & Co., \$1.10
Curtis, Henry S.	Play and Recreation for the Open Country, Ginn & Co., \$1.25
Eggleston, J. D. & Bruere, R. W.	The Work of the Rural Schools Harper Brothers, \$1.00
Foght, Harold W.	The American Rural School The Macmillan Co., \$1.25
Kern, O. J.	Among Country Schools Ginn & Co., \$1.25

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|--------------------------------|--|
| Quick, Herbert | The Brown Mouse
The Bobbs-Merrill Co., \$1.25 |
| V. <i>History of Education</i> | |
| Dexter | History of Education in the
United States
The Macmillan Co., \$2.00 |
| Monroe, Will S. | Brief Course in the History of
Education
The Macmillan Co., \$1.25 |
| Seeley, Levi | History of Education
American Book Co., \$1.25 |
| VI. <i>Miscellaneous</i> | |
| Clark, John K. | Systematic Moral Education
A. S. Barnes Co., \$ |
| Engleman, J. O. | Moral Education in School and
Home
Benjamin H. Sanborn & Co.,
\$1.50 |
| Griggs, Edward H. | Moral Education
B. W. Huebsch \$2.00 |
| Starch, Daniel | Educational Measurements
The Macmillan Co., \$3.00 |
| Allen, W. H. | Civics and Health
Ginn & Co., \$1.25 |
| Bancroft | Games for the Playground, Home
School and Gymnasium.
The Macmillan Co., \$1.75 |
| Barry, William F. | The Hygiene of the Schoolroom
Silver, Burdett & Co., \$1.00 |
| Clark, Lydia | Physical Training for the Ele-
mentary Schools
Benjamin H. Sanborn Co., |
| Lee, Joseph | Play in Education
The Macmillan Co., \$1.50 |
| Scott, C. A. | Social Education
Ginn & Co., \$1.25 |

- Smith, W. H. All the Children of All the People
The Macmillan Co., \$1.10
- Stevenson, John A. The Project Method of Teaching
The Macmillan Co. \$
- Whipple, Grey M. How to Study Effectively
Public School Publishing \$.40
- Whitney, William The Socialized Recitation
A. S. Barnes Co., \$.54
- Winship, A. E. Danger Signals for Teachers
Forbes & Co., \$1.00

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